

## Wilson Foundations® Program Alignment to Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading, adopted 2017

Foundations provides teachers in K-3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

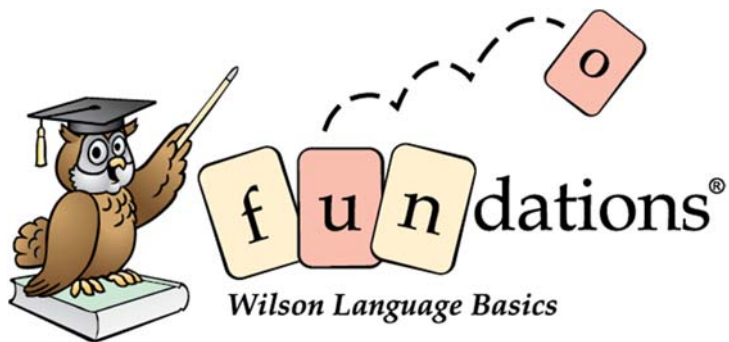
The power of this **supplemental program** is that it overlaps skills, not treating them in isolation, so that a **daily 30-35-minute lesson** teaches and then reinforces many corresponding skills.

Foundations is a **multisensory, structured literacy** program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations is integral to an RTI model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

Foundations provides high quality instructional materials. Significant features include:

- Each level of Foundations has a teacher’s manual for its year-long curriculum, with a detailed scope and sequence for all units.
- Each day has lesson plan roadmap with a comprehensive two-page presentation including a quick-glance for the day’s activities as well as teacher and student material needs.
- A free companion website provides teachers with additional resources and support, including printable material, animations and video demonstrations, and discussion boards.
- A Home Support Packet provides teachers with a letter and accompanying material for each unit in each level.
- Differentiated instruction is provided for advanced and struggling students, ELL students, and students with a language-based learning disability. Suggestions appear in learning activities sections and unit introductions in the Teacher’s Manuals, and on the web-based Learning Community.
- Foundations provides assessments of student mastery with weekly diagnostic checks and unit tests. At-risk students receiving small group Tier 2 Foundations are assessed with the Foundations Progress Monitoring Tool, a curriculum-based measurement to monitor progress.



## **Foundations<sup>®</sup> LEVEL K Program**

Alignment to Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading, adopted 2017

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	<b>All</b> Learning Activity procedures and routines require students to listen activity and respond using multi-word responses. See Learning <b>Activity Overview Section</b> pages 21-48. See also Manual introduction pages 1-20
(B) restate and follow oral directions that involve a short, related sequence of actions;	<b>All</b> the Foundations Learning Activity procedures and routines require students to follow oral directions. See Learning <b>Activity Overview Section</b> pages 21-48. See also Manual introduction pages 1-20
(C) share information and ideas by speaking audibly and clearly using the conventions of language;	<b>All</b> Learning Activity procedures and routines require students to speak audibly and clearly to demonstrate understanding. See Learning <b>Activity Overview Section</b> pages 21-48. See also Manual introduction pages 1-20
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>All</b> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively with classmates to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning <b>Activity Overview Section</b> pages 21-48. See also Manual introduction pages 1-20
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

(i) identifying and producing rhyming words;	Instruction emphasizing phonological activities such as rhyming is included in Foundations Levels K during the <b>Make It Fun</b> and <b>Storytime</b> activities. <b>Make it Fun (description p. 48):</b> (Unit 1: p. 108; p. 118; p. 128), (Unit 2: p. 206), <b>Storytime (description p. 48):</b> (Unit 1: p. 112; p. 122; p. 182). Additional activities are provided in the Home Support Packet (p. 16), and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual (See Expert Tips/Ideas section).
(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	Throughout Unit 1, instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences. Activities including alliteration or groups of words with the same initial sound include: p. 98, p.128, p 132. Additional activities are provided in the Home Support Packet (p.20, 57) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
(iii) identifying the individual words in a spoken sentence;	The blue Sentence Frames are used to help explicitly teach word awareness. These frames allow students to discern separate words in a dictated sentence. This skill is emphasized throughout Unit 1 in the Word Play activity. <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) Other Activities use the blue Sentence Frames to teach concepts requiring students to identify the individual words in a spoken sentence. The activities include Teach Trick Words; Trick Word Practice; Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play – Read Sentences</b> (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375) Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
(iv) identifying syllables in spoken words;	Students put their hand under their chin to feel the syllables and clap to help hear the syllables. Then white Syllable Frames are used to allow students to see and count syllables. This skill is practiced in the Word Play activity in Unit 1. See <b>Word Play (description p. 48):</b> (Unit 1: p. 100; p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
(v) blending syllables to form multisyllabic words;	<b>Word Play (description p. 48):</b> (Unit 1: p. 100, p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)

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(vi) segmenting multisyllabic words into syllables;	<b>Word Play</b> (description p. 48): (Unit 1: p. 100, p. 111; p. 120) Additional activities are provided on the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
(vii) blending spoken onsets and rimes to form simple words;	Throughout Unit 1; instruction emphasizes phonological activities across the continuum while teaching letter-sound correspondences <b>Storytime (description p. 48)</b> : (Unit 1: p. 113; p. 123; p. 183). Activities including alliteration or groups of words with the same initial sound include: p. 98; p.128; p 132. Additional activities are provided in the Home Support Packet (p. 57) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC)
(viii) blending spoken phonemes to form one-syllable words;	Phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In Unit 1, instruction focuses on letter-sound correspondences to prepare students for phonemic awareness instruction that begins in Unit 2 through the end of the year. Beginning in Unit 2, students’ phonemic awareness is established through the <b>Word Play-Make Words for Decoding</b> and <b>Word-Play-Make Nonsense Words</b> activities. Finger tapping is used to segment and clarify phonemes before blending them to read the word. This helps to develop a student’s awareness about the way phonemes are coarticulated when they are blended. Foundations uses letters to teach phonemic awareness which is found to be more effective than using sounds alone (NICHD, 2000.) <b>Word Play-Make Words for Decoding (description p. 48)</b> : (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222; p. 224; p. 228); (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294); (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340); (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402) <b>Word Play-Make Nonsense Words</b> : (Unit 3: p. 243; p. 253; p. 263; p. 273; p. 283; p. 293; p. 308), (Unit 4: p. 318, p. 328, p. 338) (Unit 5: p. 361, p. 371; p. 381; p. 390; 401) <b>Introduce New Concepts</b> : (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) Additional <b>Make it Fun</b> activities support the skill of students blending spoken phonemes to form one-syllable words: <b>Make it Fun</b> : (Unit 2: p. 197; p. 216) (Unit 3: p. 253, 283) (Unit 4: p. 327; p. 337) Additional activities are provided in the Home Support Packet (p. 58-61, 85-88) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC)
(ix) manipulating syllables within a multisyllabic word; and	<b>Word Play (description p. 48)</b> : (Unit 1: p. 110, p. 111; p. 120) Additional activities are provided in the Home Support Packet and the online resource community called the Prevention Learning Community for Foundations (PLC) which teachers have access to with purchase of the Level K Manual.
(x) segmenting spoken one-syllable words into individual phonemes;	Instruction in Level K ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed. <b>Echo/Find Words (description p. 34)</b> : (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26)</b> : (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p.

	<p>293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 3: p. 241; p. 277) (Unit 4: p. 307; p. 322; p. 332). Additional <b>Word Play</b> and <b>Make it Fun</b> activities support the skill of segmenting spoken words into individual phonemes: <b>Word Play – Listen for Sounds</b> (Unit 3: p.239; p. 249; p. 259; p. 269; p. 279; p. 289), (Unit 4: p. 325) <b>Make it Fun</b> (Unit 1: p. 68; p. 78; p. 98; p. 128; p 148; p. 158) (Unit 3: p. 243 p. 263; 273; 293).</p> <p>Additional activities are provided in the Home Support Packet (p. 38, 57, 89, 95) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC)</p>
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(B) demonstrate and apply phonetic knowledge by:

(i) identifying and matching the common sounds that letters represent;

Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. **Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun Letter-Keyword-Sound (description p. 38):** (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174) **Drill Sounds (description p. 30):** (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406) **Echo/Find Letters (description p. 32):** (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401) **Dictation/Sounds (description p. 24):** Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405) **Echo/Letter Formation (description p. 36):** (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403); **Skywrite/Letter Formation (description p. 40):** (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226); **Student Notebook (description p. 42):** (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350) **Alphabetical Order (description p. 22):** (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287) **Make it Fun (description p. 48):** (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178) Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)

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<p>(ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</p>	<p>In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words and words with digraphs, up to three sounds, beginning by blending words that start with continuous consonants <b>f, m, n, l, r</b> and <b>s</b>. With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. This is practiced daily with the Word Play-Make Words for Decoding and Make it Fun activities.</p> <p><b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) Emphasize the fluent reading of sentences; using phrasing. <b>Word Play – Read Sentences</b> (Unit 4: p. 317, 327, 336), (Unit 5: p. 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403) <b>Make it Fun- Change the Sentence</b> (Unit 5: p. 355; p. 365; p. 375) <b>Storytime</b> (Unit 4: p. 331; p. 341) (Note: words up to three sounds, including digraphs, are included in the Level K curriculum, see Unit 2-5. Words with four sounds will be explicitly taught in the Foundations Level 1 curriculum.)</p> <p>Additional activities are provided in the Home Support Packet (58-61, 85-88, 93, 94, 96-98, 102-104) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p>(iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and</p>	<p>With the mastery of letter-to-sound correspondence and the development of blending skills, students will be able to decode all words presented with CVC and VC pattern. Students do not need to rely on memorization of word families. Instead, students will have a strong understanding of word structure and recognize that individual letters (not simply patterns of letters like word families) can be changed, added or deleted. Students work with this concept and automatic reading of words, regardless of patterns, through exercises such as word chaining. <b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349) <b>Word Play-Make Words for Decoding (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375)</p>
<p>(iv) identifying and reading at least 25 high-frequency words from a research-based list;</p>	<p>Automatic word recognition of Level K Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for 25/25 of the most common words and 75% of the first 50 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. Starting in Unit 3, several trick words are introduced and practiced in the <b>Teach Trick Words</b> and <b>Trick Word Practice</b> activities. Trick words are always introduced within the context of a sentence to promote automatic and fluent reading in to aid in defining the word when necessary. <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) Words taught as Trick Words in Level K: <b>the; a; and; are; to; is; his; as; has; was; we; she; he; be; me; I; you; they; or; for; of; have; from; by; my; do ; one;</b> Level K students will be able to <i>read</i> high-</p>



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	<p>frequency words that have regular VC and CVC sound spelling patterns; including the following words from Fry’s first 100 list: <b>in; that; it; on; with; at; this; had; but; not; when; if; up; then; them; him; sit; did; get.</b></p> <p>Additional activities are provided in the Home Support Packet (81-82, 91, 100-101) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p>(C) demonstrate and apply spelling knowledge by:</p>	
<p>(i) spelling words with VC, CVC, and CCVC;</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the sound-spelling patterns taught for decoding. In Kindergarten this includes VC and CVC spelling patterns. Students learn to segment and associate letters with sounds rather than memorize words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dry Erase Tablet during the Dictation Activity. <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Students independently write a sentence from dictation. <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375); <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the <b>Echo/Find Letters (see description 32)</b> and <b>Dictation/Sounds Activities (see description p 25)</b>. Digraphs are included Level K, see Unit 4-5. However, blends are taught in Foundations Level 1 curriculum. Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p>(ii) spelling words using sound-spelling patterns; and</p>	<p>Because students are taught to segment and associate letters with sounds rather than memorize words, students will be able to spell words with the VC and CVC spelling patterns. Encoding instruction is conducted using manipulatives (cards, tiles) with letters during the Echo/Find Words activity, as well with the Dry Erase Tablet during the Dictation activity <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401) <b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) Students independently write a sentence from dictation. <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375); <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) A key part of learning to spell is the automatic recognition of the letters that correspond to a dictated sound. This is practiced in the <b>Echo/Find Letters (see description 32)</b> and <b>Dictation/Sounds Activities (see description p 25)</b>. Digraphs are included Level K, see Unit 4-5. Additional activities are provided in the Home Support Packet (89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>

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(iii) spelling high-frequency words from a research-based list;	Level K students will be able to spell high-frequency words that have regular VC and CVC sound spelling patterns, including the following words from Fry’s first 100 list: <b>in, that, it, on, with, at, this, had, but, not, when, if, up, then, them, him, sit, did, get.</b> In Unit 5 students write the following sight words in sentences: <b>the, is, a.</b> With Foundations Level 1, a multisensory strategy is introduced for spelling Foundations Trick Words learned for reading (see 2.B.iv above).
<b>(D) demonstrate print awareness by:</b>	
(i) identifying the front cover, back cover, and title page of a book;	<b>Storytime (description p. 48):</b> (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> (Unit 5: p. 395; p. 405) Additional activities are provided in the Home Support Packet (p. 16, 112)
(ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	<b>Storytime</b> activities recommend books and direct teachers to discuss print and book awareness such as <b>Storytime</b> : (Unit 1: p. 122; p. 132; p. 182); (Unit 2: p. 99; p. 208; p. 218); (Unit 3: p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> (Unit 5: p. 395; p. 405) Additional Storytime activities have students read text from top to bottom and left to right with a return sweep: <b>Storytime:</b> (Unit 1: p. 102; p.162) (Unit 3: p. 275) (Unit 4: p. 331; p. 341) Print awareness is also demonstrated and reinforced during several activities that use Sentence Frames including <b>Teach Trick Words, Trick Word Practice, Word Play-Word Awareness, Word Play-Read Sentences, and Dictation/Sentences.</b> These activities emphasize that sentences are read left to right, words are separated by print. <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play – Read Sentences</b> (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375) Additional activities are provided in the Home Support Packet (p. 16, 112)
(iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries;	Activities using the blue Sentence Frames allow students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. These activities include Teach Trick Words; Trick Word Practice; Word-Play-Word Awareness, Word Play-Read Sentences and Sentence Dictation; Dictation/Sentences, and Make it Fun-Change the Sentence: <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404) <b>Word Play-Word Awareness</b> (Unit 1: p. 70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Word Play – Read Sentences</b> (Unit 4: p 3.17, 327, 336), (Unit 5: p 352; p. 359, p. 363, p. 369; p. 373; p. 378; p. 383; p. 385; p. 389; p. 393; p. 399; p. 403; <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381); <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 351, p. 379; 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Make it Fun-Change the Sentence:</b> (Unit 5: p. 355; p. 365; p. 375) Additional activities are provided in the Home Support Packet (p. 31) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)
(iv) recognizing the difference between a letter and a printed word; and	Standard Sound Cards and Letter Tiles demonstrate the difference between individual letters and printed words and that letters make up words. The use of Sound Cards and Letter Tiles provides a multisensory way to see the difference between a letter and a printed word;

	<p>word. In all <b>Word Play-Make Words for Decoding and Echo/Find Words</b>, students visually emphasize that individual letters make up a word. <b>Introduce New Concepts:</b> (Unit 2 p. 190), (Unit 3: p. 263), (Unit 4: p. 302), (Unit 5: p. 349)</p> <p><b>Word Play-Make Words for Decoding (description p. 48):</b> (Unit 2: p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 210; p. 212; p. 214; p. 220; p. 222, p. 224, p. 228), (Unit 3: p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 252; p. 254; p. 256; p. 258; p. 262; p. 264; p. 266; p. 268; p. 272; p. 274; p. 276; p. 278; p. 282; p. 284; p. 286; p. 288; p. 292; p. 294), (Unit 4: p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 324; p. 326; p. 328; p. 330; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 358; p. 360; p. 362; p. 368; p. 370; p. 372; p. 378; p. 380; p. 382; p. 384; p. 388; p. 390; p. 392; p. 398; p. 400; p. 402), <b>Make it Fun:</b> (Unit 2: p. 206) (Unit 4: p. 307; p. 317; p. 355, p. 365, p. 375) <b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p>
<p>(v) identifying all uppercase and lowercase letters; and</p>	<p>Kindergarten students not only learn to recognize and name letters; they simultaneously learn its formation and the letter-sound correspondence; creating important linkages to the visual; motor; and phonological image of the letter. The following daily activities offer practice in a multi-modal/multisensory manner using engaging materials. In these activities, students identify and name letters:</p> <p><b>Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, Student Notebook, Alphabetical Order, Make it Fun</b></p> <p><b>Letter-Keyword-Sound (description p. 38):</b> (Orientation: p. 56), (Unit 1: p. 64; p. 74; p. 84; p. 94; p. 104; p. 114; p. 124; p. 134; p. 144; p. 154; p. 164; p. 174)</p> <p><b>Drill Sounds (description p. 30):</b> (Orientation: p. 58), (Unit 1: p. 66; p. 68; p. 70; p. 72; p. 74; p. 76; p. 78; p. 80; p. 82; p. 84; p. 86; p. 88; p. 90; p. 92; p. 94; p. 96; p. 98; p. 100; p. 102; p. 104; p. 106; p. 108; p. 110; p. 112; p. 114; p. 116; p. 118; p. 120; p. 122; p. 124; p. 126; p. 128; p. 130; p. 132; p. 134; p. 136; p. 138; p. 140; p. 142; p. 144; p. 146; p. 148; p. 150; p. 152; p. 154; p. 156; p. 158; p. 160; p. 162; p. 164; p. 166; p. 168; p. 170; p. 172; p. 174; p. 176; p. 180; p. 182), (Unit 2: p. 190; p. 192; p. 194; p. 196; p. 198; p. 200; p. 202; p. 204; p. 206; p. 208; p. 210; p. 212; p. 214; p. 216; p. 218; p. 220; p. 222; p. 224; p. 226; p. 228), (Unit 3: p. 236; p. 238; p. 240; p. 242; p. 244; p. 246; p. 248; p. 250; p. 252; p. 254; p. 256; p. 258; p. 260; p. 262; p. 264; p. 266; p. 268; p. 270; p. 272; p. 274; p. 276; p. 278; p. 280; p. 282; p. 284; p. 286; p. 288; p. 290; p. 292; p. 294), (Unit 4: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336; p. 338; p. 340), (Unit 5: p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364; p. 366; p. 368; p. 370; p. 372; p. 374; p. 376; p. 378; p. 380; p. 382; p. 384; p. 386; p. 388; p. 390; p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406)</p> <p><b>Echo/Find Letters (description p. 32):</b> (Unit 1: p. 69; p. 73; p. 79; p. 83; p. 89; p. 93; p. 99; p. 103; p. 109; p. 113; p. 119; p. 123; p. 129; p. 133; p. 139; p. 143; p. 149; p. 153; p. 159; p. 163; p. 169; p. 173; p. 179); (Unit 2: p. 195; p. 209; p. 219); (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p. 401)</p> <p><b>Dictation/Sounds (description p. 24):</b> Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403);</p> <p><b>Skywrite/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151;</p>

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	<p>p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p><b>Alphabetical Order (description p. 22):</b> (Unit 2: p. 195; p. 209; p. 219); (Unit 2: p. 239; p. 247; p. 257; p. 267; p. 287)</p> <p><b>Make it Fun (description p. 48):</b> (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 118; p. 128; p. 138; p. 148; p. 158; p. 168; p. 178)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section)</p>
<p><b>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.</b></p>	
<p>handwriting of uppercase and lowercase letters</p>	<p>Letter formation is tightly integrated with the learning the letter name and letter sound. Students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Letter formation is initially introduced using gross motor memory during the Sky Write/Letter Formation activity. Teachers use a gradual release approach to support student’s incremental skill mastery. Students first use gross motor memory to trace the letter, then to copy it, and finally to write the letter from memory. Letters are grouped into “like patterns” and grid lines (Wilson grid) for writing are given specific names and used as reference points. Students are guided through a letter’s formation using consistent verbalization.</p> <p><b>Echo/Letter Formation (description p. 36):</b> (Orientation: P. 58) (Unit 1; p. 67; p. 71; p. 77; p. 81; p. 87; p. 91; p. 97; p. 101; p. 107; p. 111; p. 117; p. 121; p. 127; p. 131; p. 137; p. 141; p. 147; p. 151; p. 157; p. 161; p. 167; p. 171; p. 177; p. 181); (Unit 2: p. 193; p. 197; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225); (Unit 3: p. 241; p. 249; p. 251; p. 259; p. 261; p. 271; p. 279; p. 281; p. 289; p. 291); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 353; p. 363; p. 373; p. 383; p. 393; p. 403);</p> <p><b>Sky Write/Letter Formation (description p. 40):</b> (Orientation: p. 57, p. 58); (Unit 1: p. 64; p. 66; p. 71; p. 75; p. 76; p. 81; p. 85; p. 87; p. 91; p. 95; p. 96; p. 101; p. 105; p. 106; p. 111; p. 115; p. 116; p. 121; p. 125; p. 126; p. 131; p. 135; p. 136; p. 141; p. 144; p. 146; p. 151; p. 155; p. 156; p. 161; p. 165; p. 166; p. 171; p. 175; p. 176; p. 181); (Unit 2: p. 191; p. 201; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 222; p. 224; p. 226);</p> <p><b>Student Notebook (description p. 42):</b> (Orientation p. 57); (Unit 1: p. 65; p. 67; p. 69; p. 75; p. 77; p. 79; p. 85; p. 87; p. 89; p. 95; p. 97; p. 99; p. 105; p. 107; p. 109; p. 115; p. 117; p. 119; p. 125; p. 127; p. 129; p. 135; p. 137; p. 139; p. 145; p. 147; p. 149; p. 155; p. 157; p. 159; p. 165; p. 167; p. 169; p. 175; p. 177; p. 179); (Unit 2: p. 193; p. 201; p. 203; p. 203; p. 205; p. 207; p. 211; p. 213; p. 215; p. 217; p. 221; p. 223; p. 225; p. 227); (Unit 4: p. 303; p. 350)</p> <p><b>Make it Fun (description p. 48):</b> (Unit 1: p. 78; p. 88; p. 98; p. 108; p. 128; p. 138; p. 148; p. 158; p. 178) (Unit 2: p. 227)</p> <p>Students also practice letter formation when doing the <b>Dictation/Sounds</b> activity. Students write the letter(s) that correspond to the dictated sound on the Dry Erase Board with the Wilson grid. <b>Dictation/Sounds (description p. 24):</b> Dictation (Dry Erase) – Unit Sounds (Unit 3: p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293), (Unit 4: p. 309; p. 317; p. 319; p. 327; p. 329; p. 337; p. 339), (Unit 5: p. 355; p. 363; p. 365; p. 375; p. 379; p. 389; p. 395; p. 399; p. 405)</p> <p>Additional activities are provided in the Home Support Packet (7-19, 21-23, 25-30, 32-37, 39-51, 62-79) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual. (See Expert Tips/Ideas section.)</p>

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(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	
(A) use a resource such as a picture dictionary or digital resource to find words;	Each student has a Student Notebook that is a resource for letter-keyword-sounds and for the Trick Words.
(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime:</i> (Unit 1: p. 92; p.102; p. 162; p.172) (Unit 3: p. 265; p. 275)
(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime:</i> (Unit 1: p. 72, 82, 92; p.102; p. 142, p. 152, 162; p.172) (Unit 3: p. 245, p. 255 p. 265; p. 275)
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	
(A) self-select text and interact independently with text for increasing periods of time.	As a 30-minute foundational skills supplemental program, Foundations supports Kindergarten students emerging decoding skills which will allow students to apply these skills to grade-level text. (Note: In spring 2020, the Geodes™ Level K books will be published by Great Minds in collaboration with Wilson Language Training. These Level K books will contain a minimum of 90% new and known sound-spelling patterns aligned with the Foundations Level K program. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.)
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(A) establish purpose for reading assigned and self-selected texts with adult assistance;	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime:</i> (Unit 1: p. 72; p. 142); (Unit 3: p. 245; p. 285; p. 295); (Unit 4: p. 311; p. 321); (Unit 5: p. 356; p. 376; p. 386; p. 396; p. 406)
(C) make and confirm predictions using text features and structures with adult assistance;	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime</i> (Unit 1: p. 112; p. 122, p. 132; p. 182)(Unit 2: p. 199; p. 208; p. 218) (Unit 3: p. 285; p. 295; p. 311; p. 321)

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(D) create mental images to deepen understanding with adult assistance;	<i>Although Foundations® is not a comprehensive core program, Foundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See Teacher's Manual p. 6)</i> <b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172); (Unit 3: p. 245; p. 255; p. 265; p. 275); (Unit 4: p. 331; p. 341)
(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
(F) make inferences and use evidence to support understanding with adult assistance;	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
(G) evaluate details to determine what is most important with adult assistance;	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard</i> <b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> (Unit 5: p. 395; p. 405)
(H) synthesize information to create new understanding with adult assistance; and	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i> <b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> Unit 5: p. 395; p. 405)
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of resources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.
(B) provide an oral, pictorial, or written response to a text;	<i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard.</i> <b>Storytime (description p. 48):</b> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 142; p. 152; p. 162; p. 172); (Unit 3: p. 245; p. 255; p. 265; p. 275)
(C) use text evidence to support an appropriate response;	As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.

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<p>(D) retell texts in ways that maintain meaning;</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime (description p. 48):</i> (Unit 1: p. 72; p. 82; p. 92; p. 102; p. 112; p. 122; p. 132; p. 142; p. 152; p. 162; p. 172; p. 182); (Unit 2: p. 199; p. 208; p. 218); (Unit 3: p. 245; p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 311; p. 321; p. 331; p. 341); (Unit 5: p. 356; p. 366; p. 376; p. 386; p. 396; p. 406); <b>Make it Fun</b> Unit 5: p. 395; p. 405)</p>
<p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. Storytime (description p. 48):</i> (Unit 1: P. 92, P. 102, p. 162; p. 172) (Unit 3: p. 265, p. 275) Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses. Students draw and/or write in their My Foundations Journal several times a week. Teachers can have students draw pictures of Echo stories. (See Reminders: p. 93, p. 293, p. 265, p. 298; p. 341, p. 367, p. 376, p. 387, p. 396)</p>
<p>(F) respond using newly acquired vocabulary as appropriate.</p>	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p>
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) discuss topics and determine the basic theme using text evidence with adult assistance;</p>	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p>
<p>(B) retell texts in ways that maintain meaning;</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard requiring the student to describe the main character Storytime</i> (Unit 1: p. 72; p. 142) (Unit 3: p. 245, p. 285; p. 295, p. 311; p. 321) (Unit 5: 367; p. 386) <b>Make it Fun:</b> (Unit 5: p. 385; p. 395; p. 405)</p>
<p>(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard requiring the student to describe the main events Storytime</i> (Unit 1: p. 72; p. 142) (Unit 3: p. 245, p. 285; p. 295, p. 311; p. 321) (Unit 5: 367; p. 386) <b>Make it Fun:</b> (Unit 5: p. 385; p. 395; p. 405)</p>
<p>(D) describe the setting.</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard requiring the student to describe the setting. Storytime</i> (Unit 1: p. 72; p. 142) (Unit 3: p. 245, p. 285; p. 295, p. 311; p. 321) (Unit 5: 367; p. 386) <b>Make it Fun:</b> (Unit 5: p. 385; p. 395; p. 405)</p>
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literatures</p>	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p>

<p>such as folktales, fables, fairy tales, and nursery rhymes;</p> <p>(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems;</p> <p>(C) discuss main characters in drama;</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) titles and simple graphics to gain information; and</p> <p>(iii) the steps in a sequence with adult assistance;</p> <p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p>	
<p>(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) discuss with adult assistance the author's purpose for writing text;</p> <p>(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;</p> <p>(C) discuss with adult assistance the author's use of print and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>



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<p>graphic features to achieve specific purposes;                  (D) discuss with adult assistance how the author uses words that help the reader visualize; and                  (E) listen to and experience first- and third-person texts.</p>	
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan by generating ideas for writing through class discussions and drawings;</p>	<p><i>Foundations is a supplemental foundational skills program and is not a comprehensive core program. However, some of the Storytime activities support this standard. <b>Storytime (description p. 48):</b> (Unit 1: P. 92, P. 102, p. 162; p. 172) (Unit 3: p. 265, p. 275) Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses. Students draw and/or write in their My Foundations Journal several times a week. Teachers can have students draw pictures of Echo stories. (See Reminders: p. 93, p. 293, p. 265, p. 298; p. 341, p. 367, p. 376, p. 387, p. 396)</i></p>
<p>(B) develop drafts in oral, pictorial, or written form by organizing ideas;                  (C) revise drafts by adding details in pictures or words;</p>	<p>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</p>
<p>(D) edit drafts with adult assistance using standard English conventions, including:</p>	
<p>(i) complete sentences;</p>	<p>Although Foundations is not a comprehensive writing program, it supports the student’s ability to a write complete sentences and proofreading procedure. <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p>
<p>(ii) verbs;                  (iii) singular and plural nouns;                  (iv) adjectives, including articles;                  (v) prepositions;                  (vi) pronouns, including subjective, objective, and possessive cases;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(vii) capitalization of the first letter in a sentence and name;</p>	<p>The following dictation activities have students writing sentences with attention to capitalization. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences</b></p>

	<p><b>(description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>The following activities also reinforce the key elements of sentence structure such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. <b>Word Play (description p. 48):</b> (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180) <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290); (Unit 4: p. 305; p. 315; p. 325; p. 335); (Unit 5: p. 351; p. 361; p. 371; p. 381; p. 391; p. 401) <b>Trick Word Practice (description p. 46):</b> (Unit 3: p. 255; p. 265; p. 275; p. 285; p. 295); (Unit 4: p. 309; p. 319; p. 329; p. 339); (Unit 5: p. 354; p. 364; p. 374; p. 384; p. 394; p. 404)</p>
<p>(viii) punctuation marks at the end of declarative sentences; and</p>	<p>The following dictation activities have students writing sentences with attention to punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. <b>Introduce New Concepts:</b> (Unit 5: p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 379; p. 383; p. 389; p. 393; p. 403)</p> <p>The following activities reinforce the key elements of sentence structure such as capitalization and punctuation. Use of punctuation Sentence Frames provide a multisensory way to explicitly teach punctuation. <b>Word Play (description p. 48):</b> (Unit 1: p.70; p. 80; p. 90; p. 100; p. 110; p. 120; p. 130; p. 140; p. 150; p. 160; p. 170; p. 180), (Unit 5: p. 358; p. 360; p.368; p. 370; p. 372; 380), <b>Teach Trick Words (description p. 44):</b> (Unit 3: p. 250; p. 260; p. 270; p. 280; p. 290), (Unit 4: p. 305; p. 315; p. 325; p. 335), (Unit 5: p. 351; p. 361; p. 371; p. p. 381; p. 391; p. 401), <b>Trick Word Practice:</b> (unit 3: p. 255; p. 265; p. 275; p. 285; p. 295), (Unit 4: p. 309; p. 319; p. 329; p. 339), (Unit 5: p. 354; p. 365; p. 375; p. 385; p. 394; p. 404)</p>
<p>(ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>Encoding skills are approached in tandem with decoding skills. Spelling is directly taught and reinforced using multisensory techniques and manipulatives. Level K focuses on VC and CVC orthographic patterns.</p> <p><b>Echo/Find Words (description p. 34):</b> (Unit 3: p. 237; p. 239; p. 247; p. 249; p. 257; p. 259; p. 267; p. 269; p. 277; p. 279; p. 287; p. 289); (Unit 4: p. 307; p. 313; p. 315; p. 322; p. 323; p. 325; p. 333; p. 335); (Unit 5: p. 349; p. 359; p. 361; p. 369; p. 391; p.401)</p> <p><b>Dictation/Words (description p. 26):</b> (Unit 3: p. 241; p. 243; p. 251; p. 253; p. 261; p. 263; p. 271; p. 273; p. 281; p. 283; p. 291; p. 293) (Unit 4: p.309; p.317; p. p. 319; p. 327; p. 329; p.; 337; p. 339) (Unit 5: p 353; p. 355; p. 363; p. 365; p. 373; p 375; p. 379; p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Introduce New Concepts:</b> (Unit 5: p. p. 351; p. 379) <b>Dictation/Sentences (description p. 28):</b> (Unit 5: p. 383; p. 389; p. 393; p. 395; P. 399; p. 403 p. 405) <b>Word Play – Sentence Dictation/Write Sentences</b> (Unit 5: p. 359, p. 361; p. 369, p. 371; p. 373; p. 381) <b>Make it Fun:</b> (Unit 5: p. 355; p. 365; p. 375)</p> <p>Additional activities are provided in the Home Support Packet (p 89, 95, 106-110) and the online teacher companion resource community called the Prevention Learning Community for Foundations (PLC). Teachers have access to these resources with the purchase of the Level K Manual.</p>
<p>(E) share writing.</p>	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

<p>compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) dictate or compose literary texts, including personal narratives; and</p> <p>(B) dictate or compose informational texts.</p>	
<p>12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) gather information from a variety of sources with adult assistance;</p> <p>(D) demonstrate understanding of information gathered with adult assistance; and</p> <p>(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>



## **Fundations<sup>®</sup> LEVEL 1 Program**

Alignment to Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading, adopted 2017

110.3. English Language Arts and Reading, GRADE 1, Adopted 2017. – FOUNDATIONS® LEVEL 1 Alignment by Wilson Language Training

<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;</p>	<p><b>All</b> the Foundations Learning Activity procedures and routines require students to listen activity and respond using multi-word responses. See Learning <b>Activity Overview Section</b> pages 25-60. See also the Introduction pages 1-23.</p>
<p>(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;</p>	<p><b>All</b> Learning Activity procedures and routines require students to follow oral instructions. See Learning <b>Activity Overview Section</b> pages 25-60. See also the Introduction pages 1-23.</p>
<p>(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using conventions of language;</p>	<p><b>All</b> Learning Activity procedures and routines require students to state ideas clearly. See Learning <b>Activity Overview Section</b> pages 25-60. See also the Introduction pages 1-23.</p>
<p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and</p>	<p><b>All</b> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning <b>Activity Overview Section</b> pages 25-60. See also the Introduction pages 1-23.</p>
<p>(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

110.3. English Language Arts and Reading, GRADE 1, Adopted 2017. – FOUNDATIONS® LEVEL 1 Alignment by Wilson Language Training

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

<p>(i) Producing a series of rhyming words;</p>	<p>Previous instruction in the Foundations Level K emphasized phonological activities such as rhyming. (For reference: <b>Level K Teacher’s Manual: Make It Fun (description p. 48)</b>: Unit 1: p. 108; p. 118; p. 128, Unit 2: p. 206, <b>Storytime (description p. 48)</b>: Unit 1: p. 112; p. 122; p. 182). Rhyming is also explicitly addressed in some Level 1 <b>Make It Fun</b> activities: <b>Make it Fun</b> (Unit 7: p. 238; p. 250)</p> <p>In Level 1, students continue to focus on a higher-level skill on the phonological awareness continuum, that of distinguishing phonemes in a word (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Echo/Find Words and Dictation Words</b> activities and in some <b>Make It Fun and Introduce New Concepts</b> activities. Please see full explanation of how Foundations approaches phonemic awareness and list of relevant activities and page numbers in Standard 2(A)(iv).</p>
<p>(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p>Previous instruction in the Foundations Level K included phonological awareness activities such as alliteration. Alliteration is also explicitly addressed in some Level 1 <b>Make It Fun</b> activities: <b>Make it Fun</b> (Unit 7: p. 238).</p> <p>In Level 1, students continue to focus on a higher-level skill on the phonological awareness continuum, that of distinguishing phonemes in a word (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Echo/Find Words and Dictation Words</b> activities and in some <b>Make It Fun and Introduce New Concepts</b> activities. Please see full explanation of how Foundations approaches phonemic awareness and list of relevant activities and page numbers in Standard 2(A)(iv).</p>
<p>(iii) distinguishing between long and short vowel sounds in one-syllable words;</p>	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 1, students learn the short vowel sounds beginning in Unit 1. Students learn long vowel sounds in while learning the vowel-consonant-e syllable beginning in Unit 11. Once the long vowel sound is taught, students will be able to distinguish between short vowel sounds in closed syllables and long vowel sounds in the vowel-consonant-e syllable type. Words with both long and short vowel sounds are included in word resources for Units 11-14 for decoding and encoding activities. (<b>Resources</b>: p 397-398; p. 435-436; p. 473-474; 501-502.)</p> <p><b>Introduce New Concepts</b> (Unit 11 Introduction: p. 366, p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 11: p. 371; p. 381; p. 391) <b>Word of the Day (description p. 56)</b> (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), <b>Word Talk (description p. 58)</b>, (Unit 11: p. 374; p. 380; p. 390; p. 394), <b>Word Play (description p. 60)</b> (Unit 11: p. 386; p. 392), The vowel-consonant-e concept is reinforced in spelling activities including: Echo Find Words, Dictation/Words: <b>Echo/Find Words (description p. 42)</b> (Unit 11: p. 369; p. 371; p. 379; p. 387), <b>Dictation/Words (description p. 26)</b>: (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393)</p> <p>By the end of Level 1, students will be able to distinguish between short vowel sounds in closed syllables, and long vowel sounds in vowel-consonant-e syllables in both single and multisyllabic words. Students are also introduced to the long sound of vowels in an open syllable (<b>Unit 9</b>: p. 313).</p>
<p>(iv) recognizing the change in spoken word when a specified</p>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and</p>

phoneme is added, changed, or removed;

**Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.

**Dictation/Words (description p. 26):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42; 44):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), (Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) **Introduce New Concepts:** (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) **Make it Fun (description p. 60)** (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)

The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.**

**Introduce New Concepts** (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) **Word of the Day (description p. 56)** (Unit 2: p. 118; p. 122), (Unit 3: p. 136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p. 186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58)** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), **Word Play (description p. 60)** (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)

(v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;

The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student's awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to blend phonemes in words, including words with initial and/or final consonant blends once taught, are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.**

**Introduce New Concepts** (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) **Word of the Day (description p. 56)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58)** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), **Word Play (description p. 60)** (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)

Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of identifying phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. Blends are introduced in Level 1, Unit 8 (see **Unit 8 Introduction:** p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends) segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.

**Dictation/Words (description p. 26):** (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) **Echo/Find Words (description p. 42; 44):** (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p.



	<p>281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Introduce New Concepts:</b> (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p>(vi) manipulating phonemes within base words; and</p>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. When working with base words with a suffix attached, students must isolate the base word before tapping out the individual phonemes in the base word only.</p> <p><b>Dictation/Words (description p. 26):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) <b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Introduce New Concepts:</b> (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. When a word is a base word with a suffix, a distinctive suffix card is used to differentiate the suffix from the base word. This serves as another visual clue to students, focusing them in on the decoding of the base word. Students learn to tap and read the base word first, before reading the whole word with the suffix included. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: <b>Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.</b></p> <p><b>Introduce New Concepts</b> (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p.</p>

	<p>237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) <b>Word Talk (description p. 58)</b> (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), <b>Word Play (description p. 60)</b> (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)</p>
<p>(vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;</p>	<p>Instruction in Levels K and 1 ensures mastery of letter-sound correspondences which prepares students for instruction that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of segmenting phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. Blends are introduced in Level 1, Unit 8 (see <b>Unit 8 Introduction</b>: p. 270). The Wilson® finger tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Dictation/Words (description p. 26)</b>: (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393) <b>Echo/Find Words (description p. 42; 44)</b>: (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491) <b>Introduce New Concepts</b>: (Unit 2: p. 108; p. 111), (Unit 3: p. 135; p. 145; p. 147), (Unit 4: p. 168), (Unit 6: p. 203), (Unit 7: p. 239; p. 256), (Unit 9: p. 305), (Unit 10: p. 331; 341), (Unit 11: p. 368; p. 387) <b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes in words, including words with initial and/or final</p>

consonant blends once taught, are including in the following activities: **Introduce New Concepts, Make it Fun, Word of the Day, Word Play, and Word Talk.**

**Introduce New Concepts** (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) **Word of the Day (description p. 56)** (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393) **Word Talk (description p. 58)** (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), **Word Play (description p. 60)** (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392) **Make it Fun (description p. 60)** (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467)

(B) demonstrate and apply phonetic knowledge by:

<p>(i) decoding words in isolation and in context by applying common letter sound correspondences;</p>	<p>The instruction in Unit 1 ensures mastery of letter-sound correspondences. This prepares students for instruction (beginning in Unit 2 and continuing <b>daily</b> throughout the year) for word analysis strategies with phonetically regular words with the closed syllable and vowel-consonant-e syllable types in Level 1. Students are explicitly taught to apply word analysis to a variety of reading tasks during activities that are rotated throughout each week. Activities that include decoding words in isolation and in context: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities</b></p> <p><b>Introduce New Concepts</b> (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 2. p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60)</b>: (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and <b>Geodes™ Library 1</b> (distributed by Wilson Language Training) provide additional decoding practice. Geodes™ Level 1 books, published by Great Minds in collaboration with Wilson Language Training, contain a minimum of 80% newly learned and known sound-spelling patterns following the scope and sequence of the Foundations Level 1 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.</p>
<p>(ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b> p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all decoding activities (See <b>Unit Resources</b> p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Trigraphs are taught in the Foundations Level 3 curriculum. Activities that include decoding: <b>Word of the Day, Word Talk, Make it Fun, Word Play, and Storytime activities.</b></p> <p><b>Word of the Day (description p. 56)</b> (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226),</p>

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	<p>(Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: p. p. 488) Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and the <b>Geodes™ Level 1 Library</b> (see above for description) provide additional decoding practice.</p>
<p>(iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;</p>	<p>In Foundations, word analysis strategies for phonetically regular words is sequential and cumulative based on the six syllable types. In Level 1, students learn to decode closed and vowel-consonant-e syllables in single-syllable words and then in multisyllabic words with these two syllable types. Foundations activities that include decoding words with these syllable types include: <b>Introduce New Concepts</b> (Unit 2: p. 106; p. 108; p. 111), (Unit 4: p. 158; p. 163), (Unit 5: p. 184), (Unit 6: p. 201; p. 220), (Unit 7: p. 236; p. 246; p. 256), (Unit 8: p. 274; p. 284), (Unit 9: p. 302; p. 312; p. 313), (Unit 10: p. 341; p. 348), (Unit 11: p. 366; p. 367; p. 387), (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 2: p. 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 3: p. 137; p. 146), (Unit 6: p. 202; p. 212; p. 225), (Unit 7: p. 261), (Unit 8: p. 277), (Unit 9: p. 309; p. 315), (Unit 10: p. 333; p. 343; p. 355), (Unit 11: p. 371; p. 381; p. 391), (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 2: p. 112; p. 114; p. 116), (Unit 3: p. 134; p. 142), (Unit 4: p. 160), (Unit 5: p. 190), (Unit 6: p. 200), (Unit 7: p. 248), (Unit 8: p. 286), (Unit 9: p. 316), (Unit 10: p. 338; p. 344), (Unit 11: p. 386; p. 392), (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 460), (Unit 14: 488) R-controlled vowels and vowel teams (vowel digraph/diphthong) are introduced in the <b>Drill Sounds/Warm Up</b> activity beginning in Unit 8. Learning those sounds in Level 1 helps with students’ reading, but because these vowel combinations present a bit more of a challenge for spelling, and because we focus on reading and spelling together, in-depth word study for those syllables happens in Level 2. <b>Drill Sounds/Warm Up</b> (Unit 8: p. 276; p. 278; p. 280; p. 284; p. 286; p. 288; p. 290), (Unit 9: p. 302; p. 304; p. 306; p. 308; p. 310; p. 312; p. 314; p. 316; p. 318), (Unit 10: p. 328; p. 330; p. 332; p. 334; p. 336; p. 338, p. 340; p. 342; p. 344; p. 346; p. 348; p. 350; p. 354), (Unit 11: p. 386; p. 388; p. 390; p. 392), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430), (Unit 13: p. 442; p. 452; p. 456; p. 458; p. 462), (Unit 14: p. 480; p. 488; p. 492; p. 496; p. 498 ) Similarly, students in Level 1 are introduced to open syllables in the context of closed syllables, but will move on to an in-depth word study of open syllables in Level 2. Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and the <b>Geodes™ Level 1 Library</b> (see above for description) provide additional decoding practice.</p>

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<p>(iv) using knowledge of base words to decode common compound words and contractions;</p>	<p>Word analysis strategies are taught explicitly and systematically. In Unit 12, the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with closed syllables including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division. See Unit 12 (p 400 -439). Once taught, compound words are practiced in decoding activities going forward in Units 13 and 14: <b>Introduce New Concepts, word of the Day, Word Talk, Make it Fun, Word Play and Storytime Activities</b>. Contractions are taught in Foundations Level 3.</p> <p><b>Introduce New Concepts</b> (Unit 12: p. 404; p. 406; p. 414, p. 417; p. 424), (Unit 13: p. 442; p. 452; p. 462) <b>Word of the Day (description p. 56)</b> (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498) <b>Make it Fun (description p. 60)</b> (Unit 12: p. 409; p. 419; p. 429), (Unit 13: p. 447; p. 457; p. 467), <b>Word Play (description p. 60)</b> (Unit 13: p. 448), (Unit 14: p. 480; p. 484; p. 490) <b>Storytime (description p. 60)</b>: (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. 488)</p>
<p>(v) decoding words with inflectional endings, including -ed, -s, and -es; and</p>	<p>Students learn about the base word and suffixes with the suffixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. A yellow Suffix Frame is used to provide a multisensory tool to teach suffixes. The concept of suffix -s is explicitly taught in <b>Unit 6</b> (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b> p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) Suffix <b>-ed and -ing</b> added to unchanging base words is explicitly taught in <b>Unit 10</b> (See Unit 10 p. 324-360) and are included in word resources for all units following for all decoding activities See <b>Unit Resources</b> p 397-398; p. 435-436; p. 473-474; 501-502.). Suffix <b>-es</b> is explicitly taught in <b>Unit 13</b> (See Unit 123 p. 438-474) and See <b>Unit Resources</b> p 501-502.) The activities that include decoding words include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Word Play and Storytime activities</b>.</p> <p>Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and the <b>Geodes™ Level 1 Library</b> (see above for description) provide additional decoding practice.</p>
<p>(vi) identifying and reading at least 100 high-frequency words from a research-based list;</p>	<p>Automatic word recognition of Level 1 Trick Words, combined with students’ emerging phonetic knowledge, will provide mastery instruction for the most common 100 words on both the Fry and American Heritage high frequency lists. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. There are 93 words taught as Trick Words in Level 1 (See Unit 14 Resources p 501 for a list of all Trick Words) Level 1 students will be able to <b>read</b> high-frequency words that have regular sound spelling patterns taught in the Level I curriculum; including the following high frequency words from Fry’s first 100 list: <b>and, in; that; it; on; with; at; this; had; but; not; all; when; can; use, an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made</b></p> <p>During the <b>Teach Trick Words – Reading</b> activity, trick words are explicitly taught within the context of a sentence using blue sentence frames, focusing students’ attention on the trick words by circling them. Meaning is discussed as needed. Recognition is reinforced with <b>flash cards</b> during the Trick Words Drill (Drill sounds/Warm UP) and by entering each trick word into the <b>Student Notebook. Teach Trick Words - Reading (description p. 52)</b> (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497) Students also practice trick words for automaticity by reading flashcards as a <b>Trick Word Drill</b> during the <b>Drill Sounds/Warm Up</b> activity (Unit 3: p. 134; p. 138; p. 140; 150), (Unit 4: p. 158; p. 162; p. 166; p. 168; p. 172; p. 176), (Unit 5: p. 184; p. 188; p. 192), (Unit 6: p. 200; p. 202; p. 204; p. 206; p. 208; p. 212; p. 216; p. 218; p. 220; p. 224; p. 226; p. 228), (Unit 7: P. 237; 238; 242; p. 250; p. 252; p. 254; p. 256; p. 260; p. 264), (Unit 8: p. 276; p. 280; p. 282; p. 284; p. 286; p. 290; p. 292), (Unit 9: p. 304; p. 308; p. 310;</p>

	<p>p. 316; p. 320), (Unit 10: p. 330; p. 336; p. 340; p. 346; p. 350; p. 352; p. 356), (Unit 11: p. 366; p. 376; p. 378; p. 382; p. 386; p. 388; p. 390; p. 392; p. 394), (Unit 12: p. 404; p. 406; p. 408; p. 410; p. 412; p. 414; p. 416; p. 418; p. 420; p. 424; p. 426; p. 428; p. 430; p. 432), (Unit 13: p. 442; p. 444; p. 446; p. 448; p. 450; p. 454; p. 460; p. 462; p. 464; p. 466; p. 468, p. 470), (Unit 14: p. 480; p. 484; p. 486, p. 490; p. 492; p. 494; p. 496; p. 498 ) Learned Trick Words are also included in the short passages read during the Storytime activities. Also, the <b>Foundations Fluency Kit 1, and Foundations Stories Set 1</b> (included in Teacher’s Kit), and the <b>Geodes™ Level 1 Library</b> (see above for description) provide additional decoding practice.</p>
<p>(C) demonstrate and apply spelling knowledge by:</p>	
<p>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level I students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. Words with open syllables, r-controlled syllables and syllables with vowel combinations present a bit more of a challenge for spelling including options for spelling. Because Foundations focuses on reading and spelling together at once, the in-depth word study for those syllables happens in Level 2. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity allowing students to kinesthetically manipulate/practice sounds and spell words. The Dictation (Dry Erase) and Dictation (Composition Book) Activities helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.</p> <p><b>Introduce New Concepts:</b> (Unit 3: p. 135; p. 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36)::</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</p>	<p>The concept of digraphs is explicitly taught in Unit 3 (See Unit 3 p. 130-153) and digraphs are included in word resources for all units following for all decoding activities. (See <b>Unit Resources</b> p. 179, p 195, p. 231; p. 267-268; p. 295-296; p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502.) The concepts of initial and final consonant blends and digraph blends are explicitly taught in Unit 8 (See Unit 8. p. 270-296) and are included in word resources for all units following for all encoding (spelling) activities (See <b>Unit Resources</b> p.323; p 359-360; p 397-398; p. 435-436; p. 473-474; 501-502)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p>

	<p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Make it Fun (description p. 60)</b> (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p>(iii) spelling words using sound-spelling patterns; and</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level I students learn to encode closed and vowel-consonant-e syllables in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, bonus letter (ff, ll, ss), glued sounds, ways to spell /k/, spelling of ck at the end of words, long and short vowel sounds, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, and spelling words with a suffix with unchanging base words. Level 1 excludes spelling of sound options and advanced spelling rules in order to establish a solid foundation more complex rules of the language are provided in Foundations Levels 2 and 3. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the Echo/Find Words activity; as well with the Dictation (Dry Erase) and Dictation (Composition Book) Activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time. This simplifies the task of spelling longer words.</p> <p><b>Introduce New Concepts:</b> (Unit 3: p. 135; p. 145), (Unit 4: p. 168), (Unit 5: p. 185); (Unit 6: p. 203); (Unit 7: p. 239)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p>
<p>(iv) spelling high-frequency words from a research-based list;</p>	<p>Students learn high frequency words for spelling. Phonetically irregular high frequency words and high frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as words to be quickly recognized, called Trick Words in Foundations. The <b>Teach Trick Words-Spelling</b> activity helps students learn to spell high frequency words using gross-motor memory. Students practice spelling learned Trick Words in the <b>Dictation (Composition)</b> Activity in isolation and in sentence dictation.</p> <p><b>Teach Trick Words - Spelling (description p. 54)</b> (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p.263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p.</p>



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	<p>459; p. 463), (Unit 14: p. 481; p. 497) <b>Dictation (Composition Book)</b> (Dictation/Trick Words description p.34, Dictation/Sentences description p. 36): (Unit 2: p. 123), (Unit 3: p. 135; p. 139; p. 147), (Unit 4: p. 163; p. 167; 169; 175), (Unit 5: p. 185; p. 189), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 251; p. 253; p. 255; p. 261), (Unit 8: p. 281; p. 283; p. 287; p. 291;), (Unit 9: p. 305; p. 309; p. 311; p. 315; p. 313; p. 317; p. 319; p. 331), (Unit 10: p. 331; p. 335; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 457; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p.487; p. 489; p. 491; p. 493; p. 495)</p> <p>Level 1 students will be able to spell high-frequency words that have regular sound spelling patterns taught in the Level I curriculum that includes closed syllable and vowel-consonant-e syllable. including the following high frequency words from Fry’s first 100 list: <b>and; in; that; it; on; with; at; this; had; but; not; all; when; can; use; an; if; will; these; up; then; them; make; like; him; time; sit; find; long; did; get; made</b></p>
<p>(D) demonstrate print awareness by identifying the information that different parts of a book provide;</p>	
<p>print awareness</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. <b>Storytime</b> (p. 218, 228, 265 p. 356, 433, 470, 499)</i></p>
<p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and</p>	
<p>use a dictionary to find words</p>	<p>Each student has a Foundations® Student Notebook. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.</p>
<p>(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.</p>	
<p>handwriting</p>	<p>Students use gross-motor memory to learn letter formation following your verbalization. This activity also helps students make a multisensory as-association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. <b>Sky Write/Letter Formation (description p. 50):</b> (Unit 1: p. 70; p. 72; p. 75; p. 76; p. 81; p. 82; p. 85; p. 86; p. 90; p. 92; p. 94; p. 96) Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. <b>Echo/Letter Formation (description p. 46):</b> (Unit 1: p. 71; p. 73; p. 75; p. 77; p. 81; p. 83; p. 85; p. 87; p. 91; p. 93; p. 95; p. 97), (Unit 2: p. 113; p. 115). Students are held accountable for legible handwriting in all dictation activities <b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p>

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—<b>vocabulary</b>. The student uses newly acquired vocabulary expressively. The students is expected to:</p>	
<p>(A) use a resource such as a picture dictionary or digital resource to find words;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p>
<p>(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. <b>Word of the Day (description p. 56)</b> (Unit 2: p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Teacher uses illustrations (picture notes) to support comprehension. <b>Storytime</b> (p. 141, 166, 176, 228, 245, 282, 310, 337 p. 375 p. 413 p. 451)</p>
<p>(C) identify the meaning of words with the affixes -s, -ed, and -ing; and .</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students learn about the affixes -s, -es, -ed, and -ing and how these inflectional endings change the meaning of the base word. Affix -s is explicitly taught in <b>Unit 6</b> (See Unit 6 p. 196-231) and are included in word resources for all units following for all decoding activities. Affixes <b>-ed and -ing</b> added to unchanging base words is explicitly taught in <b>Unit 10</b> (See Unit 10 p. 324-360) and affix <b>-es</b> is explicitly taught in <b>Unit 13</b> (See Unit 123 p. 438-474) During <b>Word of the Day (description p. 56)</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.</p> <p><b>Word of the Day (description p. 56)</b> (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494)</p> <p><b>Word Talk (description p. 58)</b> (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p>
<p>(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Teachers are directed to incorporate vocabulary instruction in the Foundations activities to create a vocabulary rich environment (see Introduction p 5). Explicit vocabulary instruction is included in the Word of the Day and Word Talk activity. <b>Word of the Day (description p. 56)</b> (Unit 2:</p>

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	<p>p. 118; p. 122), (Unit 3: p.136; p. 138; p. 144; p. 150), (Unit 4: p. 162; p. 170; p. 172), (Unit 5: p.186), (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 7: p. 237; p. 239; p. 247; p. 251; p. 257; p. 260) (Unit 8: p. 277; p. 285; p. 290), (Unit 9: p. 304; p. 309; p. 315; p. 318), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), (Unit 11: p. 370; p. 372; p. 378; p. 382; p. 388; p. 393), (Unit 12: p. 405; p. 408; p. 416; p. 418; p. 426; p. 428), (Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) <b>Word Talk (description p. 58)</b> (Unit 2: p: 124), (Unit 3: p. 140; p. 148), (Unit 4: p. 164; p. 174), (Unit 5: p. 188), (Unit 6: p. 206; p. 208; 217, p. 226), (Unit 7: p. 242; p. 244; p. 252, p. 262, p. 264), (Unit 8: p. 280; p. 291), (Unit 10: p. 330; p. 336; p. 351; p. 354), (Unit 11: p. 374; p. 380; p. 390; p. 394), (Unit 12: p. 410; p. 412; p. 420; p. 422; p. 430; p. 432), (Unit 13: p. 446; p. 449; p. 450; p. 458; p. 468), (Unit 14: p. 486; p. 496; p. 498)</p> <p>Vocabulary discussion is encouraged in Echo/Find Words, Dictation/Words &amp; Sentences, Trick Words, Make it Fun, Word Play and Storytime.</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—<b>fluency</b>. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	
<p>use appropriate fluency (rate, accuracy and prosody) when reading grade level text</p>	<p>Once students have been introduced to and have practiced single-word decoding, they will begin decoding with connected text. This is emphasized daily with a variety of activities. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. The <b>Story Time</b> activity provides practice applying word analysis and fluency strategies to reading controlled stories <b>Storytime (description p. 60)</b>: (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. p. 488)</p> <p>The Fluency Kit also contains the stories from each Unit 2 – 14. For Units 1 – 7, the teacher guides the student to draw pictures to illustrate the booklet and models phrasing by having the students scoop the sentences into phrases. Students are encouraged to take the booklets home for additional practice. For Units 8 – 14, a phrased and unphrased version of each story is provided for repeated guided reading.</p> <p><b>Foundations Stories Set 1</b> (included in Teacher’s Kit) and the <b>Books to Remember Set 1</b> and the <b>Geodes™ Level 1 Library</b> (see above (2)(b)(i) for description) provide additional decoding practice with connected text.</p> <p><b>Prosody:</b> The teacher also demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the <b>Word of the Day</b> activity. <b>Word of the Day (description p. 56)</b> (Unit 6: p. 204; p. 210; p. 213; p. 222; p. 224), (Unit 10: p. 329; p. 332; p. 340; p. 343; p. 349; p. 352), Unit 13: p. 444; p. 454; p. 456; p. 464; p. 466), (Unit 14: p. 485; p. 492; p. 494) Additionally, phrasing is modeled and practiced during the <b>Teach Trick Words – Reading</b> activity, with sentences written on sentence frames. <b>Teach Trick Words - Reading (description p. 52)</b> (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—<b>self-sustained reading</b>. The student reads grade-appropriate texts independently. The students is expected to self-select text and interact independently with text for increasing periods of time.</p>	
<p>self-select text and interact independently with text for increasing periods of time.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard as described above in Standard (3)(4)</i></p>

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<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. Storytime involves listening and reading activities with narrative and informational text. Storytime is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The <b>Story Time Activity</b> provides opportunities for students to engage in reading for purpose and understanding. Starting in Unit 2, students learn to retell a narrative story in sequence and detail. In Unit 3, picture notes and visualization are introduced to enhance understanding and retelling. In Unit 4, students learn to identify character, setting, and main events in narrative stories. In Units 6 and 7, students learn to distinguish the characteristics of informational vs narrative text. The PLC provides a list of Guiding Questions for teachers to support understanding. <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218; p. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384; p. p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</i></p>
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(D) create mental images to deepen understanding with adult assistance;</p>	<p><i>Although Foundations® is not a comprehensive core program, Foundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students’ ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See Teacher’s Manual p. 6) <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. p. 488)</i></p>
<p>(E) make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. Students are asked to discuss personal experiences. <b>Storytime</b> (p. 151, 176, 192, 209, 254, 321, p. 346 p. 384 p. 423, 460, 488)</p>
<p>(F) make inferences and use evidence to support understanding with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

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<p>(G) evaluate details to determine what is most important with adult assistance;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. <b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218; p. 228), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384; p. 395), (Unit 12: p. 413; p. 423; p. 433), (Unit 13: p. 451; p. 460; p. 470), (Unit 14: p. p. 488; p. 499)</i></p>
<p>(H) synthesize information to create new understanding with adult assistance; and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><i>Although Foundations® is not a comprehensive core program, Foundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See Teacher's Manual p. 6)</i></p> <p><b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p. 265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. 488)</p>
<p><b>(7) Response skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p>	
<p>(A) describe personal connections to a variety of sources;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard. Students are asked to discuss personal experiences. <b>Storytime</b> (p. 151, 176, 192, 209, 254, 321, p. 346 p. 384 p. 423, 460, 488)</p>
<p>(B) write brief comments on literary or informational texts;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Although Foundations is not a comprehensive writing program it does recommend that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time.</p>
<p>(C) use text evidence to support an appropriate response;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(D) retell texts in ways that maintain meaning;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p><i>Although Foundations® is not a comprehensive core program, Foundations does provide instruction to help students learn how to think actively while reading and to self-monitor their understanding. This instruction includes the development of students' ability to form visual image or construct mental picture from words using a process called Wilson Comprehension S.O.S.™. (See Teacher's Manual p. 6)</i></p> <p><b>Storytime (description p. 60):</b> (Unit 3: p. 141; p. 151), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209), (Unit 7: p. 245; p. 254; p.</p>

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	265), (Unit 8: p. 282; p. 292), (Unit 9: p. 310; p. 320), (Unit 10: p. 337; p. 346; p. 356), (Unit 11: p. 375; p. 384), (Unit 12: p. 413; p. 423), (Unit 13: p. 460), (Unit 14: p. p. 488)
(E) interact with sources in meaningful ways such as illustrating or writing; and	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations® is not a comprehensive core program, some of the Storytime activities support this standard. Storytime: (p. 141, p. 166, p. 176, p. 228, p. 245, p. 282, p. 310, p. 337 p. 375 p. 413 p. 451) It is recommended that each student use a My Foundations Journal which includes a picture box and writing lines using the Wilson grid. This can be used anytime during the day as it is not part of the standard lesson time. At the beginning of the year, teachers can simply have students make pictures in it, adding words as the year progresses. Students draw and/or write in their My Foundations Journal several times a week.</i>
(F) respond using newly acquired vocabulary as appropriate.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(B) describe the main character(s) and the reason(s) for their actions; (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and (D) describe the setting.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>  Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports these standard to describe character, main events and setting. <b>Storytime (description p. 60):</b> (Unit 3: p. 141), (Unit 4: p. 166; p. 176), (Unit 5: p. 192), (Unit 6: p. 209; p. 218), (Unit 7: p. 245; (Unit 8: p. 282;), (Unit 9: p. 310), (Unit 10: p. 337), (Unit 12: p. 413), (Unit 13: p. 451), (Unit 14: 488;)
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems; (C) discuss elements of drama such as characters and setting;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

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<p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the central idea and supporting evidence with adult assistance;</li> <li>(ii) features and simple graphics to locate or gain information; and</li> <li>(iii) organizational patterns such as chronological order and description with adult assistance;</li> </ul>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p> <p>Although Foundations is not a comprehensive core/basal program, it does provide instruction in the <b>Storytime</b> activity that supports this standard by examining information text. (<b>Storytime</b> p. 218: p. 228, p. 265 p. 356, p. 433, p. 470, p. 499)</p>
<p>(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(10) <b>Author's purpose and craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<ul style="list-style-type: none"> <li>(A) discuss the author's purpose for writing text;</li> <li>(B) discuss how the use of text structure contributes to the author's purpose;</li> <li>(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;</li> <li>(D) discuss how the author uses words that help the reader visualize; and</li> <li>(E) listen to and experience first- and third-person texts.</li> </ul>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

(11) **Composition:** listening, speaking, reading, writing, and thinking using multiple texts--**writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
- (B) develop drafts in oral, pictorial, or written form by;
  - (i) Organizing with structure; and
  - (ii) developing an idea with specific and relevant details;
- (C) revise drafts by adding details in pictures or words;

*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.*

(D) edit drafts using standard English conventions, including:

- (i) complete sentences with subject-verb agreement;
- (ii) past and present verb tense;
- (iii) singular, plural, common, and proper nouns;
- (iv) adjectives, including articles;
- (v) adverbs that convey time;
- (vi) prepositions;
- (vii) pronouns, including subjective, objective, and possessive cases;

*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.*

- (viii) capitalization for the beginning of sentences and the pronoun “I”;

Students systematically learn capitalization. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. In Level 1, students also learn that names of people and places as well as dates begin with uppercase letters. The **Dictation (Composition Book) Activity** requires students to write sentences with attention to capitalization and uses tall Sentence Frame to reinforce capitalization. **Dictation/Sentences: (description p. 36):** (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311, p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The **Teach Trick Words-Reading Activity** also reinforce the key elements of sentence structure

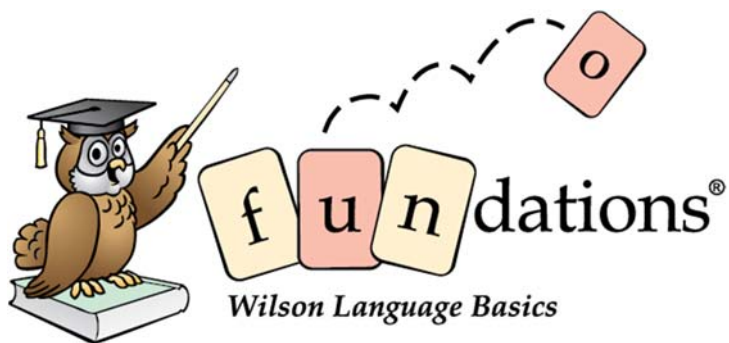


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	<p>such as capitalization and punctuation. Use of tall Sentence Frames provide a multisensory way to explicitly teach capitalization. <b>Teach Trick Words - Reading (description p. 52)</b> (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
<p>(ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and</p>	<p>Students systematically learn punctuation. Beginning concepts of sentence structure is taught using manipulatives (Sentence Frames) to assist students with the understanding that words make up sentences and that sentences begin with a capital or uppercase letter and end with punctuation. The <b>Dictation (Composition Book)</b> Activity requires students to write sentences with attention to punctuation and uses a tall or square Sentence Frame to reinforce declarative, exclamatory or interrogative punctuation. <b>Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: pages 161; 163; 167; 169; 171; 175), (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; p. 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; p. 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495) The <b>Teach Trick Words-Reading Activity</b> also reinforces the key elements of sentence structure such as capitalization and punctuation. Use of a tall or square Sentence Frame reinforces declarative, exclamatory or interrogative punctuation. <b>Teach Trick Words - Reading (description p. 52)</b> (Unit 2: p. 117; p. 120), (Unit 3: p. 133; p. 137; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 214; p. 223), (Unit 7: p. 240; p. 249; p. 258; p. 263), (Unit 8: p. 278; p. 288), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 376), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p>
<p>(x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and</p>	<p>Foundations sets the foundation for writing by directly teaching the study of English orthography for spelling of words and high frequency words and proofreading skills. The goal is to for students to be automatic and fluent with writing so that instruction at higher levels of writing can be addressed.</p> <p><b>Dictation (Dry Erase) and Dictation (Composition Book): Dictation/Words (description p. 31- Dictation/Sentences: (description p. 36):</b> (Unit 2: p. 113; p. 121; p. 123), (Unit 3: p. 135; p. 139; p. 143; p. 147; p. 149), (Unit 4: p. 161; 163; 167; 169; 171; p. 175) (Unit 5: p. 185; 187; 189; 191), (Unit 6: p. 203; p. 207; p. 211; p. 213; p. 215; p. 217; p. 219; p. 221; p. 225; p. 227), (Unit 7: p. 241; p. 243; p. 249; p. 251; p. 253; p. 255; p. 259; p. 261; 263), (Unit 8: p. 279; p. 281; p. 283; p. 287; p. 289; p. 291), (Unit 9: p. 305; p. 307; p. 309; p. 311; p. 313; p. 315; p. 317; p. 319), (Unit 10: p. 331; p. 335; p. 339; p. 343; p. 345; p. 347; p. 351; p. 355), (Unit 11: p. 369; p. 377; p. 379; p. 381; p. 383; p. 385; p. 389; p. 391; p. 393), (Unit 12: p. 407; p. 415; p. 419; p. 421; p. 423; p. 425; p. 431), (Unit 13: p. 445; p. 447; p. 449; 455; p. 457; p. 459; p. 461; p. 465; p. 467; p. 469), (Unit 14: p. 483; p. 485; p. 487; p. 489; p. 491; p. 493; p. 495)</p> <p><b>Make it Fun (description p. 60)</b> (Unit 2: p. 123), (Unit 4: p. 165; p. 173), (Unit 5: p. 189), (Unit 7: p. 238; p. 250), (Unit 8: p. 287), (Unit 14: p. 487; p. 493; p. 495)</p> <p><b>Teach Trick Words - Spelling (description p. 54)</b> (Unit 2: p. 117; p. 121), (Unit 3: p. 133; p. 137, p. 143; p. 149), (Unit 4: p. 161; p. 165; p. 171; p. 175), (Unit 5: p. 187; p. 191), (Unit 6: p. 205; p. 215; p. 223), (Unit 7: p. 241; p. 249; p. 259; p263), (Unit 8: p. 279; p. 289), (Unit 9: p. 307; p. 317), (Unit 10: p. 335; p. 339; p. 353), (Unit 11: p. 373; 377), (Unit 12: p. 411; p. 417; p. 421; p. 427), (Unit 13: p. 443; p. 453; p. 459; p. 463), (Unit 14: p. 481; p. 497)</p> <p><b>Echo/Find Words (description p. 42; 44):</b> (Unit 2: p. 109; p. 117), (Unit 3: p. 135; p. 139; p. 145), Unit 4: p. 159; p. 173), (Unit 6: p. 207; 211; 221; 227), (Unit 7: p. 243; p. 247; p. 253; p. 257), (Unit 8: p. 281; p. 285; p. 291), (Unit 9: p. 303; p. 313; p. 319), (Unit 10: p. 333; 341; 345; 349), (Unit 11: p. 369; p. 371; p. 379; p. 387), (Unit 12: p. 409; p. 425; p. 429), (Unit 13: p. 469), (Unit 14: p. 491)</p>

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(E) publish and share writing.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
<b>(12) Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) dictate or compose literary texts, including personal narratives and poetry; (B) dictate or compose informational texts, including procedural texts; and. (C) dictate or compose correspondence such as thank you notes or letters.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
<b>(13) Inquiry and research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions with adult assistance; (D) demonstrate understanding of information gathered with adult assistance; and (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>



## **Foundations® LEVEL 2 Program**

Alignment to Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading, adopted 2017

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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively and ask questions to understand information and answer questions using multi-word responses;	<b>All</b> the Foundations Learning Activity procedures and routines require students to listen actively and respond using multi-word responses. See Learning <b>Activity Overview Section</b> pages 27-60. See Introduction pages 1-26.
(B) restate and follow oral directions that involve a short, related sequence of actions;	<b>All</b> the Foundations Learning Activity procedures and routines require students to follow oral directions. See Learning <b>Activity Overview Section</b> pages 27-60. See Introduction pages 1-26.
(C) share information and ideas by speaking audibly and clearly using the conventions of language	<b>All</b> the Foundations Learning Activity procedures and routines require students to speak audibly and clearly to demonstrate understanding. See Learning <b>Activity Overview Section</b> pages 27-60. See Introduction pages 1-26.
(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and	<b>All</b> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning <b>Activity Overview Section</b> pages 27-60. See Introduction pages 1-26.
(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

A) demonstrate phonological awareness by:

<p>(i) producing a series of rhyming words;</p>	<p>Previous instruction in Foundations Levels K and 1 emphasized phonological activities such as rhyming (For reference: <b>Level K Teacher’s Manual: Make It Fun (description p. 48)</b>: Unit 1: p. 108; p. 118; p. 128, Unit 2: p. 206, <b>Storytime (description p. 48)</b>: Unit 1: p. 112; p. 122; p. 182 and <b>Level 1 Teacher’s Manual: Make it Fun</b> Unit 7: p. 238; p. 250.)</p> <p>In Level 2, students focus on a higher-level skill on the phonological awareness continuum, that of distinguishing phonemes in a word (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Echo/Find Words and Dictation Words</b> activities and in some <b>Make It Fun and Introduce New Concepts</b> activities. Please see full explanation of how Foundations approaches phonemic awareness and list of relevant activities and page numbers in Standard 2)A)(iii)</p>
<p>(ii) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p>	<p>In Foundations, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced starting in Unit 3 with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (<b>Resources</b>: p. 140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516)</p> <p>By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. <b>Unit 1 Introduction</b> (p. 70), <b>Unit 3 Introduction</b> (p. 126), <b>Unit 4 Introduction</b> (p. 142), <b>Unit 5 Introduction (multisyllabic words)</b> (p. 172), <b>Unit 6 Introduction</b> (p. 202), <b>Unit 7 Introduction</b> (p. 230), <b>Unit 10 Introduction</b> (p. 314), <b>Unit 11 Introduction</b> (p. 342), <b>Unit 13 Introduction</b> (p. 388), <b>Unit 14 Introduction</b> (p. 416) <b>Unit 15 Introduction</b> (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b> and <b>Dictation (Day 5 Check Up)</b>, <b>Introduce New Concepts</b>, <b>Echo/Find Words</b>, <b>Word of the Day</b>, <b>Word Talk</b>, and <b>Make It Fun</b>.</p> <p><b>Dictation/Words (description p. 30-35)</b>: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39)</b>: (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351;</p>

	<p>p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Introduce New Concepts:</b> (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) <b>Echo/Find Words (description p. 44-49):</b> (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Word of the Day (description p. 56-57):</b> (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), <b>Word Talk (description p. 58-59):</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p>
<p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares students for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.</p> <p><b>Dictation/Words (description p. 30-35):</b> (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Echo/Find Words (description p. 44-49):</b> (Orientation: p. 65) (Unit 1: p. 83; p. 113) (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun (description p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p> <p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This</p>

	<p>visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: <b>Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk.</b></p> <p><b>Introduce New Concepts:</b> (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) ( Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) <b>Make It Fun (description p. 60):</b> (Unit 3: p. 135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59):</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p>
<p>(iv) manipulating phonemes within base words;</p>	<p>Instruction in Levels K, 1 and the Orientation Unit of Level 2 ensures mastery of letter-sound correspondences which prepares students for instruction (beginning in Level 2 Unit 1 and continuing daily throughout the year) that tunes them into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). The skill of isolating phonemes in a spoken word is emphasized in the procedure of the <b>Dictation Words</b> and <b>Echo/Find Words</b> activities, and in some <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. The Wilson® finger tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. When working with base words with a suffix attached, students isolate the base word, tapping out the individual phonemes in the base word only</p> <p><b>Dictation/Words (description p. 30-35):</b> Dictation (Dry Erase/Composition Books/Check-Up): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Echo/Find Words (description p. 44-49):</b> (Orientation: p. 65) (Unit 1: p. 83; p. 113) (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun (description p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>

	<p>The Foundations curriculum is built around the knowledge that phonemic awareness instruction is most effective when students are taught to manipulate phonemes by using letters of the alphabet (NICHD, 2000). Thus, phonemic awareness training in Foundations is closely linked with the direct teaching of the alphabetic principle (letter-sound/grapheme-phoneme correspondences). In addition to the Wilson finger tapping technique mentioned above, phonemic awareness instruction in Foundations is aided by card manipulation. In many activities, teachers make a word with Letter-Sound Cards and students use the Wilson tapping technique to segment and clarify phonemes before blending phonemes to decode the word. This develops a student’s awareness about the way phonemes are coarticulated when they are blended. Teachers manipulate (add, change, remove) the Letter-Sound Cards to make a new word. This visual cue of using individual Letter-Sound Cards helps students recognize changes in phonemes. When a word is a base word with a suffix, a distinctive suffix card is used to differentiate the suffix from the base word. This serves as another visual clue to students, focusing them in on the decoding of the base word. Students learn to tap and read the base word first, before reading the whole word with the suffix included. Phonemic awareness is not just something performed at the beginning of the program, but rather it is carried out throughout the year (daily) as it is directly tied to the study of word structure. The use of Sounds Cards and tapping to isolate phonemes are including in the following activities: <b>Introduce New Concepts, Make it Fun, Word of the Day, and Word Talk.</b></p> <p><b>Introduce New Concepts:</b> (Unit 1: p.74, p.77, p.78, p.82, p.83, p.84, p.88) (Unit 2: p. 102, p.105, p.106, p.112, p.118) (Unit 3: p. 130, p.132, p.134, p.136) (Unit 4: p. 146, p.151, p.156, p.158, p.161, p.162) (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) (Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) <b>Make It Fun (description p. 60):</b> (Unit 3: p. 135) (Unit 5: p. 193) (Unit 7: p. 249;) (Unit 8: p. 275) (Unit 10: p. 332), (Unit 12: p. 379), (Unit 14: p. 424) (Unit 17: p. 508) <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59):</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p>
<p><b>(B) demonstrate and apply phonetic knowledge by:</b></p>	
<p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p>	<p>The concepts of short, long or variant vowels and blends are explicitly taught in Foundations, beginning with short vowels and blends in Unit 1 (<b>Unit 1 Introduction (p. 70)</b>). As concepts are taught, word resources for all units following include cumulative review words, as well as words with newly taught concepts, for all decoding activities. (<b>Resources:</b> p. 94-96, p. 122-124, p.140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Trigraphs are not taught until the Foundations Level 3 curriculum. Activities that include decoding: <b>Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit), provide additional decoding practice. <b>Geodes:</b> In 2019, the Geodes™ Level 2 books will be published by Great Minds in collaboration with Wilson Language Training. These Level 2 books will contain a minimum of 80% newly learned and known sound-spelling patterns aligned with the Foundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers.</p>



110.4. English Language Arts and Reading, GRADE 2, Adopted 2017. – FOUNDATIONS® LEVEL 2 Alignment by Wilson Language Training

	<p><b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59):</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) <b>Storytime (description p. 60):</b> (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
(ii) decoding words with silent letters such as knife and gnat;	While silent letters are not taught as such until the Foundations Level 3 curriculum, students are exposed to them in Foundations Level 2 through various high frequency sight word examples.
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Multisyllabic words are introduced in Unit 5, and then included in word resources for all units following for all decoding activities. (<b>Resources:</b> p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Foundations activities that include decoding words with these syllable types include: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional decoding practice.</p> <p><b>Introduce New Concepts:</b> (Unit 5: p. 176, p.181, p.183, p.188) (Unit 6: p. 206, p.209, p.210, p.212, p.216, p.219) (Unit 7: p. 234, p.237, p.240, p.245, p.254) (Unit 8: p.272, p.275) (Unit 9: p. 291, p.301) (Unit 10: p.318, p.321, p.322, p.329) (Unit 11: p. 346, p.349, p.350, p.356, p.358) (Unit 12: p. 374, p.377) (Unit 13: p. 392, p.395, p.397, p.405) ( Unit 14: p. 420, p.423) (Unit 15: p. 448, p.451) (Unit 16: p. 476, p.479) (Unit 17: p. 494, p.497, p.504) <b>Word of the Day (description p. 56-57):</b> (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59)</b> (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) <b>Storytime (description p. 60):</b> (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276),</p>

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	(Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)
(iv) decoding compound words, contractions, and common abbreviations;	<p>Word analysis strategies are taught explicitly and systematically. In Unit 5 the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Compound words are included in word resources for all units following Unit 5 for all decoding activities. (<b>Resources:</b> p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Compound words are included in activities that include decoding: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional decoding practice. Compound words are also directly addressed in: <b>Unit 5&amp;6 Introductions:</b> (p. 172, p. 202), <b>Introduce New Concepts:</b> (Unit 5: p. 177) (Unit 6: p. 217) (Unit 8: p. 273), <b>Word of the Day:</b> (Unit 14: p. 434). Contractions are taught in Foundations Level 3. Common abbreviations are included in Trick Word instruction in Level 1, and used throughout the following levels in various activities.</p> <p><b>Word of the Day (description p. 56-57):</b> (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59</b> (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508) <b>Storytime (description p. 60):</b> (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176-178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional decoding practice. Syllable rules are directly addressed in: <b>Unit 5, 6, 7 Introductions:</b> (p. 172, p. 202, p. 230), <b>Introduce New Concepts:</b> (Unit 5: p. 176-177) (Unit 6: p. 217) (Unit 7: p. 240) (Unit 8: p. 273), <b>Word of the Day (description p. 56-57):</b> (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402;), (Unit 14: p. 430; p.</p>

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	<p>434), (Unit 15: p. 459) (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59)</b> (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) <b>Make It Fun (description p. 60):</b> (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463) <b>Storytime (description p. 60):</b> (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
<p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p>	<p>Fundations explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including <b>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de-</b> and with inflectional endings, including <b>-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty</b>, beginning in Unit 4 (see <b>Unit 4 Introduction: p. 142</b>). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (<b>Resources:</b> p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: <b>Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime</b> activities. Also, the <b>Fundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional decoding practice.</p>
<p>(vii) identifying and reading high-frequency words from a research-based list;</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition to allow students access to connected text in advance of learning the phonics principles necessary for decoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). <b>Review Trick Words:</b> (Unit 1: p. 86 ; p. 88)<b>Teach Trick Words (description p. 54-55):</b> (Unit 2: p. 103; p. 113) (Unit 3: p. 133) (Unit 4: p. 151; p. 159) (Unit 5: p. 178; p. 191) (Unit 6: p. 207; p. 217) (Unit 7: p. 235; p. 244; p. 254) (Unit 8: p. 273) (Unit 9: p. 290; p. 301) (Unit 10: p. 319; p. 329) (Unit 11: p. 347; p. 357) (Unit 12: p. 375) (Unit 13: p. 393; p. 403) (Unit 14: p. 421; p. 431) (Unit 15: p. 449; p. 458) (Unit 16: p. 477) (Unit 17: p. 495) <b>Trick Word Practice (description p. 54-55):</b> (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p.237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511). The <b>Storytime activity</b>, as well as the <b>Fundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit) and <b>Geodes</b> provide additional trick word decoding practice.</p>
<p>(C) demonstrate and apply spelling knowledge by:</p>	
<p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p>

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<p>digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the <b>Echo/Find Words</b> activity; the <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b> and <b>Dictation (Day 5 Check Up)</b> activities, and the <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Word with the six syllable types are included in word resources for all units for use in all encoding activities. <b>(Resources: p. 94-96, p. 122-124, p.140-141, p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516).</b></p> <p><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up):</b>  <b>Dictation/Words (description p. 30-35):</b> (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39):</b>  Dictation (Dry Erase/Composition Books/Check-Up) - Unit Sounds Dictation: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)  <b>Echo/Find Words (description p. 44-49):</b> (Orientation: p. 65) (Unit 1: p. 83; p. 113) (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun (description p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>
<p>(ii) spelling words with silent letters such as knife and gnat;</p>	<p>While silent letters are not taught as such until the Foundations Level 3 curriculum, students are exposed to them in Foundations Level 2 through various high frequency sight word examples.</p>
<p>(iii) spelling compound words, contractions, and common abbreviations;</p>	<p>Spelling strategies are taught explicitly and systematically. In Foundations, compound words are initially and explicitly taught in Unit 5, when the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to spell two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). Compound words are included in word resources for all units following Unit 5 for use in all encoding activities. <b>(Resources: p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516).</b> Compound words are included in encoding activities: <b>Introduce New Concepts, Dictation</b></p>

	<p><b>(Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make It Fun.</b> Contractions are taught in Foundations Level 3. Common abbreviations are included in Trick Word instruction in Level 1, and used throughout the following levels in various activities.</p> <p><b>Dictation: Dictation/Words (description p. 30-35):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Echo/Find Words (description p. 44-49):</b> (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 5: p. 176-178) (Unit 6: p. 216-217) (Unit 8: p. 272 273) <b>Make It Fun (description p. 60):</b> (Unit 5: p. 187) (Unit 6: p. 221) (Unit 15: p. 463)</p>
<p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as q followed by u, digraphs, blends, digraph blends, spelling of /k/, bonus letter (ff, ll, ss), glued sounds (including closed syllable exceptions), long and short vowel sounds, suffixes, prefixes, syllable division and multisyllabic spelling, spelling of ic at end of multisyllabic words, vowel-consonant-e exception, y as a vowel, and spelling options /ər/, /ā/, /ē/, /oi/, /ō/, /ou/, /ū/, /ü/, /û/, and /ò/. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the <b>Echo/Find Words</b> activity; the <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up)</b> activities, and the <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. For multisyllabic words, the focus in Unit 5 shifts from phonemic segmentation to syllabic segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words are included in word resources for all units following Unit 5 for use in all encoding activities. <b>(Resources:</b> p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516).</p> <p><b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up):</b>  <b>Dictation/Words (description p. 30-35):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p.</p>

	<p>503; p. 505; p. 507; p. 511) <b>Echo/Find Words (description p. 44-49):</b> (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun (description p. 60):</b> (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>
<p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p>	<p>In Foundations, spelling strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to encode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 5, Introduce New Concepts p. 181 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 5: <b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun.</b> Multisyllabic words are included in word resources for all units following Unit 5 for all encoding activities. <b>(Resources:</b> p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516).  <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up):</b>  <b>Dictation/Words (description p. 30-35):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Dictation/Sentences (description p. 38-39):</b> (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) <b>Echo/Find Words (description p. 44-49):</b> (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) <b>Introduce New Concepts:</b> (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) <b>Make It Fun (description p. 60):</b> (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)</p>
<p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p>	<p>Foundations explicitly teaches spelling of the base word and prefixes/suffixes. Students learn to encode words with prefixes, including <b>un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de-</b> and with inflectional endings, including <b>-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty,</b> beginning in Unit 4 (see <b>Unit 4 Introduction:</b> p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all encoding activities. <b>(Resources:</b> p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384-386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p. 514-516). Students practice encoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following encoding activities: <b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make It Fun.</b></p>

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(D) alphabetize a series of words and use a dictionary or glossary to find words; and

use a dictionary or glossary to find words

Students are encouraged to use their **Student Notebook**. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary, in their Student Notebooks and “look words up” as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within 4 groups to support learning (a – f, g – l, m – s, t – z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups.

(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

handwriting

Cursive handwriting is explicitly taught and integrated into the Foundations Level 3 curriculum and can also be taught in Level 2 using the supplemental **Wilson® Cursive Writing Kit**. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.

Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum.

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<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.  <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)</p>
<p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. The affixes -tion and -sion are addressed in Foundations Level 3. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in <b>Unit 4</b> (See Unit 4 p. 142- 170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in <b>Unit 5</b> (See Unit 5 p. 172- 200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in <b>Unit 6</b> (See Unit 6 p.202-229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in <b>Unit 7</b> (See Unit 7 p. 230-266) and are included in word resources for all units following for all decoding activities. During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes.  <b>Word of the Day (description p. 56-57):</b> (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258 <b>Word Talk (description p. 58-59):</b> (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262)</p>



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<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i> Teachers are directed to incorporate vocabulary instruction in the Foundations activities to create a vocabulary rich environment (see Introduction p. 5). Explicit vocabulary instruction is included in the <b>Word of the Day</b> and <b>Word Talk</b> activity. <b>Word of the Day (description p. 56-57):</b> (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510) <b>Word Talk (description p. 58-59):</b> (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	
<p>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60):</b> (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) Also, the <b>Foundations Fluency Kit 2, and Books to Remember Set 2</b> (included in Teacher’s Kit), provide additional practice. <b>Geodes:</b> In 2019, the Geodes™ Level 2 books will be published by Great Minds in collaboration with Wilson Language Training. These Level 2 books will contain a minimum of 80% newly learned and known sound-spelling patterns aligned with the Foundations Level 2 curriculum. Organized into topical modules that build background knowledge and with direct instruction in content words, these authentic texts become readable and accessible to emerging readers. An accompanying guide for teachers provides direction in using the Geodes to support this standard.</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	
<p>self-select text and read independently for a sustained period of time</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	

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<p>(A) establish purpose for reading assigned and self-selected texts;                  (B) generate questions about text before, during, and after reading to deepen understanding and gain information;                  (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(D) create mental images to deepen understanding;</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b>: (Unit 2: p. 105; p. 108; p. 115) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163) (Unit 5: p. 181; p. 183; p. 191) (Unit 6: 211; p. 217), (Unit 7: p. 239; p. 245), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300), (Unit 10: p. 319; p. 327; p. 328), (Unit 11: p. 347; p. 351; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432), (Unit 15: p.453; p. 457; p. 459), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507)</p>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b>: (Unit 2: p. 117) (Unit 4: p. 165) (Unit 5:p. 183) (Unit 6: 211) (Unit 10: p. 333), (Unit 11: p. 351; p. 359) (Unit 13: p. 409)</p>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(G) evaluate details read to determine key ideas;</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b>: (Unit 2: p. 105; p. 108; p. 115) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163) (Unit 5: p. 181; p. 191) (Unit 6: 211; p. 217), (Unit 7: p. 239; p. 245) (Unit 9: p. 300) (Unit 10: p. 319; p. 327; p. 328) (Unit 11: p. 347; p. 357) (Unit 12: p. 376) (Unit 13: p. 393; p. 403) (Unit 14: p. 425; p. 432) (Unit 15: p. 453; p. 459) (Unit 16: p. 481) (Unit 17: p. 500; p. 507)</p>
<p>(H) synthesize information to create new understanding; and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b>: (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>

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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
(A) describe personal connections to a variety of sources;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard when students write in their <b>My Foundations Journal</b> in the following activities: <b>Storytime (description p. 60)</b> : (Unit 2: p. 117) (Unit 4: p. 165) (Unit 5: p. 195) (Unit 6: p. 223) (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)
(C) use text evidence to support an appropriate response;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(D) retell and paraphrase texts in ways that maintain meaning and logical order;	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b> : (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)
(E) interact with sources in meaningful ways such as illustrating or writing; and	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard when students write in their <b>My Foundations Journal</b> in the following activities: <b>Storytime (description p. 60)</b> : (Unit 2: p. 117) (Unit 4: p. 165) (Unit 5: p. 195) (Unit 6: p. 223) (Unit 7: p. 251), (Unit 9: p. 303), (Unit 10: p. 333), (Unit 11: p. 359), (Unit 13: p. 409), (Unit 14: p. 435), (Unit 15: p. 461), (Unit 17: p. 509)
(F) respond using newly acquired vocabulary as appropriate.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	
(A) discuss topics and determine theme using text evidence with adult assistance;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(B) describe the main character's (characters') internal and external traits;	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b> : (Unit 2: p. 108) (Unit 4: p. 163) (Unit 5: p. 183; p. 191) (Unit 6: p.223) (Unit 13: p. 403)
(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b> : (Unit 2: p. 105; p. 108; p. 115) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163) (Unit 8: p.217; p. 276), (Unit 9: p. 296; p. 300), (Unit 10: p. 319; p. 327; p. 328), (Unit 11: p. 347;p. 351; p. 357) (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403), (Unit 14: p. 425; p. 427; p. 432), (Unit 15: p. 453; p.457; p. 459;) (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507)

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<p>(D) describe the importance of the setting.</p>	<p>Although Foundations is not a comprehensive core/basal program, it provides instruction that supports this standard: <b>Storytime (description p. 60)</b>: (Unit 2: p. 105) (Unit 4: p. 153) (Unit 10: p. 319), (Unit 11: p. 347) (Unit 13: p. 393), (Unit 14: p. 425) (Unit 15: p. 453), (Unit 17: p. 500; p. 509)</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; (B) explain visual patterns and structures in a variety of poems; (C) discuss elements of drama such as characters, dialogue, and setting;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(E) recognize characteristics of persuasive text, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion; and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

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(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss the author's purpose for writing text;
- (B) discuss how the use of text structure contributes to the author's purpose;
- (C) discuss the author's use of print and graphic features to achieve specific purposes;
- (D) discuss the use of descriptive, literal, and figurative language;
- (E) identify the use of first or third person in a text; and
- (F) identify and explain the use of repetition.

*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.*

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused piece of writing by:
  - (i) organizing with structure; and
  - (ii) developing an idea with specific and relevant details;
- (C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
- (D) edit drafts using standard English conventions, including:
  - (i) complete sentences with subject-verb agreement;
  - (ii) past, present, and future verb tense;

*As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.*

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<p>(iii) singular, plural, common, and proper nouns;                  (iv) adjectives, including articles;                  (v) adverbs that convey time and adverbs that convey place;                  (vi) prepositions and prepositional phrases;                  (vii) pronouns, including subjective, objective, and possessive cases;                  (viii) coordinating conjunctions to form compound subjects and predicates;</p>	
<p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have a capital letter at the beginning of the sentence and have capitalized any proper nouns.  <b>Dictation/Sentences (description p. 38-39):</b> (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
<p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation.  <b>Dictation/Sentences (description p. 38-39):</b> (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
<p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2 students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters during the <b>Echo/Find Words</b> activity; the <b>Dictation (Dry Erase)</b>, <b>Dictation (Composition Book)</b> and <b>Dictation (Day 5 Check Up)</b> activities, and the <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic</p>

segmentation. The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.

**Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up):**

**Dictation/Words (description p. 30-35):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Dictation/Sentences (description p. 38-39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Echo/Find Words (description p. 44-49):** (Orientation: p. 65) (Unit 1: p. 83; p. 113) (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) **Introduce New Concepts:** (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479) **Make It Fun (description p. 60):** (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463) (Unit 17: p. 499)

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized. High frequency irregular sight words are taught for quick recognition as they do not follow regular letter-sound correspondences. High frequency words with unlearned regular patterns are taught for quick recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri, 2014). In Level 2 Foundations students will learn 81 trick words. This, along with their emerging phonetic knowledge will prepare them to read and spell the first 200 words and 95% of the first 300 (2006).

**Review Trick Words:** (Unit 1: p. 86; p. 88) **Teach Trick Words (description p. 54-55):** (Unit 2: p. 103; p. 113) (Unit 3: p. 133) (Unit 4: p. 151; p. 159) (Unit 5: p. 178; p. 191) (Unit 6: p. 207; p. 217) (Unit 7: p. 235; p. 244; p. 254) (Unit 8: p. 273) (Unit 9: p. 290; p. 301) (Unit 10: p. 319; p. 329) (Unit 11: p. 347; p. 357) (Unit 12: p. 375) (Unit 13: p. 393; p. 403) (Unit 14: p. 421; p. 431) (Unit 15: p. 449; p. 458) (Unit 16: p. 477) (Unit 17: p. 495) **Trick Word Practice (description p. 54-55):** (Unit 1: p. 90) (Unit 2: p. 110; p. 116) (Unit 3: p. 137) (Unit 4: p. 154; p. 164) (Unit 5: p. 182; p. 185; p. 192) (Unit 6: p. 215; p. 222) (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261) (Unit 8: p. 277; p. 279) (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307) (Unit 10: p. 325; p. 331; p. 335) (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363) (Unit 12: p. 377; p. 381) (Unit 13: p. 394; p. 404; p. 408) (Unit 14: p. 422; p. 428; p. 433; p. 436) (Unit 15: p. 455; p. 460; p. 465) (Unit 16: p. 479; p. 482) (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words (description p. 36-37):** (Unit 1: p. 87; p. 89), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351;

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	p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
(E) publish and share writing.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry; (B) compose informational texts, including procedural texts and reports; and (C) compose correspondence such as thank you notes or letters.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions for formal and informal inquiry with adult assistance; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant sources and information to answer the questions; (D) identify primary and secondary sources; (E) demonstrate understanding of information gathered; (F) cite sources appropriately; and (G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>





## **Foundations® LEVEL 3 Program**

Alignment to Texas Essential Knowledge and Skills (TEKS) English Language Arts and Reading, adopted 2017

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Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	<b>All</b> the Foundations Learning Activity procedures and routines require students to listen activity and respond using multi-word responses. See Learning <b>Activity Overview Section</b> pages 31-70. See also the Introduction pages 1-30.
(B) follow, restate, and give oral instructions that involve a series of related sequences of action;	<b>All</b> the Foundations Learning Activity procedures and routines require students to follow oral directions See Learning <b>Activity Overview Section</b> pages 31-70. See also the Introduction pages 1-30.
(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i> <b>All</b> the Foundations Learning Activity procedures and routines require students to speak coherently. See Learning <b>Activity Overview Section</b> pages 31-70. See also the Introduction pages 1-30.
(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and	<b>All</b> lesson components involve active participation and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning <b>Activity Overview Section</b> pages 31-70. See also the Introduction pages 1-30.
(E) develop social communication such as conversing politely in all situations.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

<p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as glued sounds (including closed syllable exceptions), ck and tch spelling, w and qu effect on /ó/, s as /z/ between two vowels, ve at the end of a word, schwa, y as a vowel, open syllable exception, soft c, soft g, tion, sion, consonant-le exception, /ər/ for ar and or r-controlled syllables, war, wor, r-controlled exception, eigh, ei, ea, ie, igh, oo, ui, double vowel exception, dge, ch /k/, ph /f/, wr, rh, gn, kn, mn, mb, gh, ture, tu, ci, and ti. Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. <b>(Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities that include decoding words with these patterns include: <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun</b> activities.  <b>Guess Which One (description p. 56):</b> (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Introduce New Concepts (description p. 70)</b> (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202-203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p. 280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429 ) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) <b>Word of the Day (description p. 66):</b> (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) <b>Make It Fun (description p.70):</b> (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549) <b>Word Play (description p.70):</b> (Unit 5: p. 208), (Bonus Unit: p. 278)</p>
<p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and</p>	<p>In Foundations, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Multisyllabic</p>

<p>diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities for decoding words with these syllable types include: <b>Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play</b> and <b>Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Introduce New Concepts (description p. 70)</b> (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179; p. 188-189) (Unit 5: p. 202-203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269; p. 270; p. 273; p. 280; p. 282-283; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 407; p. 417; p. 424-425; p. 426-427; p. 429 ) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) <b>Word of the Day (description p. 66):</b> (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) <b>Make It Fun (description p.70):</b> (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549) <b>Word Play (description p.70):</b> (Unit 5: p. 208), (Bonus Unit: p. 278)</p>
<p>(iii) decoding compound words, contractions, and abbreviations;</p>	<p>Word analysis strategies are taught explicitly and systematically. In Unit 3 the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to read two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160-161 as an example). Compound words are included in word resources for units following Unit 3 for all decoding activities. Contractions are explicitly taught in Unit 11 and are included in word resources for all units following Unit 11 for all decoding activities. Common abbreviations are included in Trick Word instruction in Level 1, and used throughout the following levels in various activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p.522-526, p. 552-555.)</p> <p>Foundations activities that explicitly include decoding compound words and/or contractions include: <b>Introduce New Concepts, Word of the Day, Word Talk,</b> and <b>Make It Fun</b> activities. Other Foundations spelling activities that can include compound words and contractions as selected “current words” or “review words” are: <b>Drill Sounds/Warm-Up.</b></p> <p><b>Introduce New Concepts (description p.70):</b> (Unit 3: p. 160-161) (Unit 9: p. 364-365) (Unit 11: p. 444-445; p.446-447; p.454-455; p. 456; p.458) <b>Word of the Day (description p. 66):</b> (Unit 11: p. 448; p. 450; p. 455; p. 460), <b>Word Talk (description p. 68):</b> (Unit 11: p. 452; p. 462), <b>Make It Fun (description p.70):</b> (Unit 3: p. 164), (Unit 9: p. 373) (Unit 11: p. 453; p. 463) <b>Dill Sounds/Warm Up (description p. (Unit 11: p. 444; p. 448; p. 450; p. 452; p. 454; p. 458; p. 460; p. 462), (Unit 12: p. 472; p. 476; p. 478; p. 480; p. 482; p. 490), (Unit 13: p. 504; p. 506; p. 508; p. 510; p. 514; p. 518; p. 520), (Unit 14: p. 534; p. 536; p. 538; p. 540; p. 544; p. 546; p. 548; p. 550)</b></p>

<p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p>	<p>In Foundations, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, <b>Introduce New Concepts</b> p. 160-161 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types (see <b>Introduce New Concepts</b>, p. 161, p. 364 as examples). Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 3: <b>Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p. 70)</b> (Unit 3: p. 160-161) (Unit 4: p. 174-175; p. 178-179) (Unit 5: p. 202-203; p. 217) (Unit 6: p. 230-231; p.232; p.237; p.240-241; p.250-251; p.255) (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8: p. 324-325; p.334-335; p.336; p.344-345) (Unit 9: p. 364-365; p.368-369; p.374-375; p.376-377; p.384-385; p.388-389) (Unit 10: p. 404-405; p. 424-425; p. 426-427; p. 429 ) (Unit 12: p. 472; p.474; p.482-483; p. 484-485) (Unit 13: p. 502; p.507; 512-513) (Unit 14: p. 532-533; p.542-543) <b>Word of the Day (description p. 66):</b> (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) <b>Make It Fun (description p.70):</b> (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549) <b>Word Play (description p.70):</b> (Unit 5: p. 208), (Bonus Unit: p. 278)</p>
<p>(v) decoding words using knowledge of prefixes;</p>	<p>Foundations explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re</b>, beginning in the <b>Bonus Unit</b> (see <b>Bonus Unit Introduction:</b> p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit (<b>Resources:</b> p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p. 70)</b> (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284-285) <b>Make It Fun (description p.70):</b> (Bonus Unit: p. 274; p. 276; p. 283),</p>
<p>(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p>	<p>Foundations explicitly teaches about the base word and suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or</b> beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. (<b>Resources:</b> p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun</b> activities.</p>

	<p><b>Introduce New Concepts (description p.70)</b> (Unit 2: p. 118-119; p. 120-121; p. 122-123; p. 125; p. 126; p. 129; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185; p. 188-189) (Bonus Unit: p. 269; p. 280-281) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8:; p.329) (Unit 9: p.376; p.384-385; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487), (Unit 14: p.542-543) <b>Word of the Day (description p. 66):</b> (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. p. 520), (Unit 14: p. 540; p. 550) <b>Make It Fun (description p.70):</b> (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549).</p>
<p>(vii) identifying and reading high-frequency words from a research-based list;</p>	<p>Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read the first 200 words and 95% of the first 300 words on the Fry list (Fry &amp; Kress, 2006). In Level 3, those learned Trick Words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity.</p>
<p><b>(B) demonstrate and apply spelling knowledge by:</b></p>	
<p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts</b> and <b>Make It Fun</b>. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words with the six syllable types are included in word resources for all units as concepts are introduced, starting in Unit 3, for use in all encoding activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).</p> <p><b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p.</p>

	<p>313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Words (description p. 48; p. 50; p. 52)</b>: (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Guess Which One (description p. 56)</b>: (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Introduce New Concepts (description p.70</b> (Unit 3: p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427 (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) <b>Make It Fun (description p.70)</b>: (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p>
<p>(ii) spelling homophones;</p>	<p>In Foundations, students develop vocabulary and spelling skills with homophones by distinguishing differences in meaning from the context of various sentences. Homophones are explicitly addressed in the <b>Guess Which One</b> activity, beginning in the Orientation Unit, and once taught are included in word resources for all units following for use in all encoding activities. (<b>Resources: p. 110-113, p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555</b>). Homophones for each unit are also listed in the Unit Introduction in the In a Nutshell column (<b>In a Nutshell: p. 72, p. 86, p. 114, p. 152, p. 170, p. 198, p. 226, p. 264, p. 292, p. 320, p. 360, p. 400, p. 440, p. 468, p. 498, p. 528</b>), and are included in encoding activities: <b>Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One and Make It Fun.</b>  <b>Dictations/Sound Alike &amp; Trick Words (description p. 40)</b>: (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Words (description p. 48; p. 50; p. 52 )</b>: (Orientation p. 79), ), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Guess Which One (description p. 56)</b>: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Make It Fun (description p.70)</b>: (Unit 8: p. 333), (Unit 12: p. 487; p. 491)</p>
<p>(iii) spelling compound words, contractions, and abbreviations;</p>	<p>Spelling strategies are taught explicitly and systematically. In Foundations, compound words are initially and explicitly taught in Unit 3, when the focus changes from sounds to syllables and students learn to look at words in larger orthographic parts (syllables, rather than individual sounds). Students learn how to spell two-syllable words with all six syllable types, including compound words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, <b>Introduce New Concepts</b> p. 162 as an example). Compound words are included in word resources for units following Unit 3 for use in encoding</p>

	<p>activities. Contractions are explicitly taught in Unit 11 (see Unit 11, <b>Introduce New Concepts</b> p. 444 as an example) and are included in word resources for all units following Unit 11 for all encoding activities. Common abbreviations are included in Trick Word instruction in Level 1, and used throughout the following levels in various activities.</p> <p><b>(Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Foundations activities that explicitly include encoding contractions include: <b>Introduce New Concepts, Guess Which One and Make It Fun</b>. Other Foundations spelling activities that can include compound words and contractions as selected “current words” or “review words” are: <b>Dictation (Dry Erase) (Composition Book) (Day 5 Check Up), Echo/Find Words.</b></p> <p><b>Introduce New Concepts (description p.70):</b> (Unit 11: p. 444-445; p.446-447; p.457), <b>Guess Which One (description p. 56):</b> (Unit 11: p. 447; p. 457), <b>Make It Fun (description p.70):</b> (Unit 9: p. 373) (Unit 11: p. 453; p. 463) <b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictations/Sound Alike &amp; Trick Words (description p. 40):</b> (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Letters (description p. 46):</b> (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505)</p>
<p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. In addition to sound-spelling patterns based on the syllable type, students are taught other orthographic patterns such as glued sounds (including closed syllable exceptions), ck and tch spelling, w and qu effect on /ô/, s as /z/ between two vowels, ve at the end of a word, schwa, y as a vowel, open syllable exception, soft c, soft g, tion, sion, consonant-le exception, /ər/ for ar and or r-controlled syllables, war, wor, r-controlled exception, eigh, ei, ea, ie, igh, oo, ui, double vowel exception, dge, ch /k/, ph /f/, wr, rh, gn, kn, mn, mb, gh, ture, tu, ci, and ti. Encoding instruction is conducted using manipulatives cards; tiles) with letters. Foundations activities for encoding words with these sound-spelling patterns include: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts and Make It Fun</b>. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words. Multisyllabic words with the six syllable types are included in word resources for all units as</p>



	<p>concepts are introduced, starting in Unit 3, for use in all encoding activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555).</p> <p><b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Words (description p. 48; p. 50; p. 52):</b> (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Guess Which One (description p. 56):</b> (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Introduce New Concepts (description p.70</b> (Unit 3: p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427 (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) <b>Make It Fun (description p.70):</b> (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p>
<p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p>	<p>In Foundations, spelling strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to encode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, Introduce New Concepts p. 162 as an example). Syllable division rules are taught for spelling when multisyllabic words are addressed for each of the syllable types. Multisyllabic words are included in word resources for all units following Unit 3 for all encoding activities. (<b>Resources:</b> p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555). Students practice encoding words using knowledge of syllable division rules during all activities that include encoding once multisyllabic words are addressed in Unit 3: <b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun.</b></p> <p><b>Introduce New Concepts (description p.70)</b> (Unit 3: p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 408-409; p. 414-415; p. 416; p. 426-427 (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) <b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313),</p>

	<p>(Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549</p> <p><b>Echo/Find Words (description p. 48; p. 50; p. 52):</b> (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Make It Fun (description p.70):</b> (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).</p>
<p>(vi) spelling words using knowledge of prefixes; and</p>	<p>Foundations explicitly teaches spelling of the base word and prefixes. Students learn to encode words with prefixes including <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re</b>, beginning in the <b>Bonus Unit</b> (see <b>Bonus Unit Introduction: p. 264</b>). Words with taught prefixes are included in word resources for use in all encoding activities following the Bonus Unit (<b>Resources: p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555</b>). Students practice encoding words with prefixes during activities that include encoding once prefixes have been taught in the Bonus Unit: <b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun. Introduce New Concepts (description p. 70)</b> (Bonus Unit: p. 271; p. 273; p. 283) <b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Words (description p. 48; p. 50; p. 52 ):</b> (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Make It Fun (description p.70):</b> (Bonus Unit: p. 274; p. 276; p. 283)</p>
<p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;</p>	<p>Foundations explicitly teaches spelling of the base word and suffixes. Students learn to encode words with suffixes, including <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or</b> beginning in Unit 2 (see Unit 2 p. 114-151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed for spelling in Foundations Level 3 (see Unit 2 p. 114-151, Unit 4 p. 170-197, Unit 7 p. 292 -319, Unit 9 p. 360-399, Unit 10 p. 400-439, Unit 12 p. 468-496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all encoding activities. (<b>Resources: p. 148-151, p. 166-169, p. 194-197, p. 222-224, p. 260-263, p. 288-291, p. 316-319, p. 354-359, p. 394-398, p. 434-439, p. 464-467, p. 492-496, p. 522-526, p. 552-555.</b>) Students practice encoding words with suffixes during activities that include encoding once suffixes are addressed in Unit 2:</p>

	<p><b>Introduce New Concepts, Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words and Make it Fun.</b></p> <p><b>Introduce New Concepts (description p.70)</b> (Unit 2: p. 121; p.131; p. 133; p. 139; p. 141) (Unit 4: p. 175; p. 178-179; p. 184-185;) (Unit 7: p. 296-297; p.298-299; p.306-307; p.308) (Unit 8; p.329) (Unit 9: p.376; p.386; p.388-389) (Unit 10: p. 426-427) (Unit 12: p. 487) (Unit 14: p.544-545) <b>Dictation/Words (description p. 34; p. 36; p. 38):</b> (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Dictation/Sentences (description p. 42):</b> (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) <b>Echo/Find Words (description p. 48; p. 50; p. 52 ):</b> (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) <b>Make It Fun:</b> (Unit 2: p. 127; p. 144) (Unit 4: p. 181; p. 189) (Unit 7: p. 311) (Unit 8: p. 343) (Unit 9: p. 392) (Unit 10: p. 431)</p>
(C) alphabetize a series of words to the third letter; and	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations activities explicitly teach cursive handwriting: <b>Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</b></p> <p><b>Letter Formation (Individual Letters) (description p. 58):</b> (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: p. 159), (Unit 4: p. 177; p. 187), (Unit 5: p. 207; 217), (Unit 6: p. 233), (Unit 7: p. 301; 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 371; p. 379; p. 387), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487) <b>Letter Formation (Connectives) (description p. 60):</b> (Unit 1: p. 99; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 191), (Unit 5: p. 209; p. 219), (Unit 6: p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489) <b>Sky Write/Letter Formation (description 82) :</b> (Orientation: p. 82-83) (Unit 1: p. 91, p. 101) Unit 2: p. 119; p. 129; p. 139) (Unit 3: p. 157) (Unit 4: p. 175; p.185) (Unit 5: p. 203; p. 213) (Unit 6: p. 231; p. 253) (Bonus Unit: p. 275; p. 277) (Unit 7: p. 297; p. 307) (Unit 8: p. 325, p. 335, p. 345) (Unit 9: p. 365, p. 375, p. 385) (Unit 10: p. 405; p. 415) (Unit 11: p. 445) (Unit 12: p. 473, p. 483)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	

<p>(A) use print or digital resources to determine meaning, syllabication, and pronunciation;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></p> <p>Students add the <b>Word of the Day</b> and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller, 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks. Similarly, students add sentences to define homophones, or “Sound Alike” words, to their Student Notebooks on the appropriate page (alphabetized) in the homophone dictionary section. This occurs during the <b>Guess Which One</b> activity in all Units. Students are also explicitly encouraged and taught to use both print and electronic dictionaries, as well as their Student Notebooks, for reference. (See <b>Introduce New Concepts</b>: (Unit 5: p. 214-215; p. 217) <b>Make It Fun</b> (Unit 5: p. 218) (Unit 10: p. 412; p. 423) (Unit 13: p. 517) (Unit 14: p. 549)) Directions in the Manual direct teachers to encourage reference use during all <b>Dictation</b> activities and whenever spelling is taught in the <b>Introduce New Concepts</b> activity. Teachers are explicitly directed to encourage students to use the Student Notebooks as a reference tool, as needed, while writing independently, as well as other reference materials such as Foundations classroom posters, Cursive Writing Desk Strips, etc. (<b>Foundations Introduction – Skills Taught in Foundations</b>: p. 4, p. 5, p. 8) (<b>Foundations Introduction – Student Success</b>: p. 11)</p> <p><b>Guess Which One (description p. 56)</b>: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Word of the Day (description p. 66)</b>: (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p>
<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></p> <p>Students enter words and a defining sentence into a vocabulary dictionary and homophones (“Sound Alikes”) dictionary, which are sections in their Student Notebooks. <b>Guess Which One (description p. 56)</b>: (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Word of the Day (description p. 66)</b>: (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p>
<p>(C) identify the meaning of and use words with affixes such as im-</p>	<p>Foundations provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes <b>-s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es,</b></p>

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<p>(into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p>	<p><b>-ous, -al, -ent, -an, -ward</b> and <b>-or</b>, closed- and open-syllable prefixes <b>con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro,</b> and <b>re</b>, and closed-syllable roots <b>dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct,</b> and <b>tract</b> are the focus. See <b>Bonus Unit</b> (Bonus Unit p. 264-291), <b>Unit 2</b> (Unit 2 p. 114-151), <b>Unit 4</b> (Unit 4 p. 170-197) <b>Unit 9</b> (Unit 9 p. 360-398) <b>Unit 14</b> (Unit 14 p. 528-555). During <b>Word of the Day</b> and <b>Word Talk</b> activities in these units, teachers discuss meaning of words with affixes. <b>Word of the Day (description p. 66):</b> (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard. Although Foundations is not a comprehensive core/basal program, it does provide instruction that supports this standard.</i></p> <p>Teachers are directed to incorporate vocabulary instruction in the Foundations activities to create a vocabulary rich environment (see <b>Foundations Introduction – Skills Taught in Foundations:</b> p. 4). Explicit vocabulary instruction is included in the <b>Guess Which One, Word of the Day, Word Talk</b> activities. <b>Guess Which One (description p. 56):</b> (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) <b>Word of the Day (description p. 66):</b> (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548) <b>Word Talk (description p. 68):</b> (Unit 1: p. 108), (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. 520), (Unit 14: p. 540; p. 550)</p>
<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	
<p>use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>With the foundational skills acquired from the cumulative Foundations curriculum, students are able to decode grade level text with fluency. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading proficiency” (Rasinski, 2006, p.4). In Level K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See <b>Foundations Introduction – Skills Taught in Foundations: Fluency:</b> p. 5-6.)</p>
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	
<p>self-select text and read independently for a sustained period of time.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

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(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write a response to a literary or informational text that

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<p>demonstrates an understanding of a text;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p>(F) respond using newly acquired vocabulary as appropriate; and</p> <p>(G) discuss specific ideas in the text that are important to the meaning.</p>	
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	
<p>(A) infer the theme of a work, distinguishing theme from topic;</p> <p>(B) explain the relationships among the major and minor characters;</p> <p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</p> <p>(D) explain the influence of the setting on the plot.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	

<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;</p> <p>(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p> <p>(C) discuss elements of drama such as characters, dialogue, setting, and acts;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p> <p>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</p> <p>(iii) organizational patterns such as cause and effect and problem and solution;</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(E) recognize characteristics and structures of argumentative text by:</p> <p>(i) identifying the claim;</p> <p>(ii) distinguishing facts from opinion; and</p> <p>(iii) identifying the intended audience or reader; and</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>



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<p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author's purpose and message within a text;                  (B) explain how the use of text structure contributes to the author's purpose;                  (C) explain the author's use of print and graphic features to achieve specific purposes;                  (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;                  (E) identify the use of literary devices, including first- or third-person point of view;                  (F) discuss how the author's use of language contributes to voice; and                  (G) identify and explain the use of hyperbole.</p>	<p><i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i></p>

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction and a conclusion; and

(ii) developing an engaging idea with relevant details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete simple and compound sentences with subject-verb agreement;

(ii) past, present, and future verb tense;

(iii) singular, plural, common, and proper nouns;

(iv) adjectives, including their comparative and superlative forms;

(v) adverbs that convey time and adverbs that convey manner;

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<p>(vi) prepositions and prepositional phrases;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases;</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p>	
<p>(ix) capitalization of official titles of people, holidays, and geographical names and places;</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have a capital letter at the beginning of the sentence and have capitalized any proper nouns.</p> <p><b>Dictation/Sentences (description p. 42):</b> (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p>
<p>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and</p>	<p>Although Foundations is not a comprehensive core/basal program, it does provide instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation.</p> <p><b>Dictation/Sentences (description p. 42):</b> (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p>
<p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>	<p>In Foundations, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words. Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations activities for encoding words with these syllable types include: <b>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts</b> and <b>Make It Fun</b>. For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students to learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p>

Also, Foundations systematically teaches punctuation, capitalization, and proofreading skills, beginning and Level K and continuing in Levels 1, 2 and 3.

**Dictation/Words (description p. 34; p. 36; p. 38):** (Orientation: p. 81; p. 83), (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) **Dictation/Sentences (description p. 42):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) **Echo/Find Words (description p. 48; p. 50; p. 52 ):** (Orientation p. 79), ), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505) **Guess Which One (description p. 56):** (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543) **Introduce New Concepts (description p. 70):** (Unit 1: p. 105) (Unit 3: p. 157; p. 158-159 p. 162) (Unit 4: p. 175; p. 178-179; p. 184-185) (Unit 5: p. 204-205; p. 212-213) (Unit 6: p.234-235; p.242; p. 252) (Bonus Unit: p. 271; p. 273; p. 283) (Unit 7: p. 296-297; p.298-299; p.308) (Unit 8: p.326; p.328-329; p.346-347) (Unit 9: p.366-367; p.375; p.376-377; p.386; p. 388-389) (Unit 10: p. 406; p. 408-409; p. 414-415; p. 416; p. 426-427) (Unit 11: p. 444-445; p.446-447; p.457) (Unit 12: p. 473; p.485; p.486-487) (Unit 13: p.504; p.515) (Unit 14: p.534-535; p.544-545) **Make It Fun (description p. 70):** (Unit 2: p. 127; p. 144) (Unit 4: p. 181, p.189), (Unit 5: p. 209), (Bonus Unit: p. 274; p. 276; p. 283; p. 285; p. 286), (Unit 7: p. 311), (Unit 8: p. 333; p. 343), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. p. 431), (Unit 11: p. 453; p. 463), (Unit 12: p. 481; p. 487; p. 491), (Unit 13: p. 517), (Unit 14: p. 549).

Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations) are taught as words to be quickly recognized in Foundations Levels K, 1 and 2. By the end of Level 2, Foundations students are prepared them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). In Level 3, those learned Trick Words are practiced for encoding during the **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up)** activities, and there is an option for supplemental support with the **Trick Words** activity (description p. 64-65).

**Dictations/Sound Alike & Trick Words (description p. 40):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549) **Dictation/Sentences (description p. 42):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p.

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	125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)
(E) publish written work for appropriate audiences.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft; (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and (D) compose correspondence such as thank you notes or letters.	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
(A) generate questions on a topic for formal and informal inquiry; (B) develop and follow a research plan with adult assistance; (C) identify and gather relevant information from a variety of sources;	<i>As a 30-minute supplemental program focused on the foundational skills of decoding, encoding, and handwriting, Foundations does not address this standard directly because it is expected that the core ELA program would include instruction in this standard.</i>

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| <p>(D) identify primary and secondary sources;</p> <p>(E) demonstrate understanding of information gathered;</p> <p>(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>(G) create a works cited page; and</p> <p>(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p> |  |
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